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# 1973-74 Catalogue Bulletin of Wellesley College [1973-1974]

Wellesley College

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1973-74 Catalogue

Bulletin  
of Wellesley  
College





# 1973-74 Catalogue

Bulletin  
of

Wellesley  
College



Catalogue Number  
September, 1973

Bulletin published eight times a year by  
Wellesley College, Green Hall, Wellesley,  
Massachusetts 02181. September, one; Oc-  
tober, one; November, two; January, one;  
March, one; April, one; May, one.

Volume 63, Number 1





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**First Semester****Academic Calendar 1973-1974**

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Registration for freshmen	Sunday, September 2
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Registration for upperclass students	Tuesday, September 4
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Convocation	Wednesday, September 5
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Classes begin	Thursday, September 6
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Fall recess begins	Friday, October 19
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Fall recess ends	Tuesday, October 23
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Thanksgiving recess begins	Wednesday, November 21
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Thanksgiving recess ends	Sunday, November 25
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Classes end	Tuesday, December 11
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Reading period begins	Wednesday, December 12
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Reading period ends	Sunday, December 16
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Examinations begin	Monday, December 17
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Examinations end	Friday, December 21
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Christmas vacation begins	Friday, December 21
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Christmas vacation ends	Monday, January 7
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**Interterm  
No Classes**

Interterm begins	Tuesday, January 8
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Interterm ends	Sunday, January 27
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**Second Semester**

Classes begin	Monday, January 28
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Spring vacation begins	Friday, March 22
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Spring vacation ends	Wednesday, April 3
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Classes end	Wednesday, May 8
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Reading period begins	Thursday, May 9
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Reading period ends	Sunday, May 19
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Examinations begin	Monday, May 20
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Examinations end	Saturday, May 25
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Commencement	Saturday, June 1
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**Correspondence****President**

General interests of the College

**Dean of the College**

Academic policies and programs

Admission of graduate students

**Class Deans**

Individual students

**Dean of Foreign Study**

Study abroad; students from abroad

**Director of Admission**

Admission of undergraduate students

**Financial Aid Officer**

Financial aid

**Student Services**

Residence; health services; counseling

**Controller**

College fees

**Recorder**

Transcripts of records

**Director of Continuing Education**

Continuing education

**Exchange Coordinator**

MIT cross-registration

Exchange programs

**Director of Career Services**

Employment of students and alumnae

**Vice President for Business Affairs**

Business matters

**Vice President for Resources**

Gifts and bequests

**Executive Director, Alumnae Association**

Alumnae interests

**College Information Services**

General College information

**Address**

Wellesley College

Wellesley, Massachusetts 02181

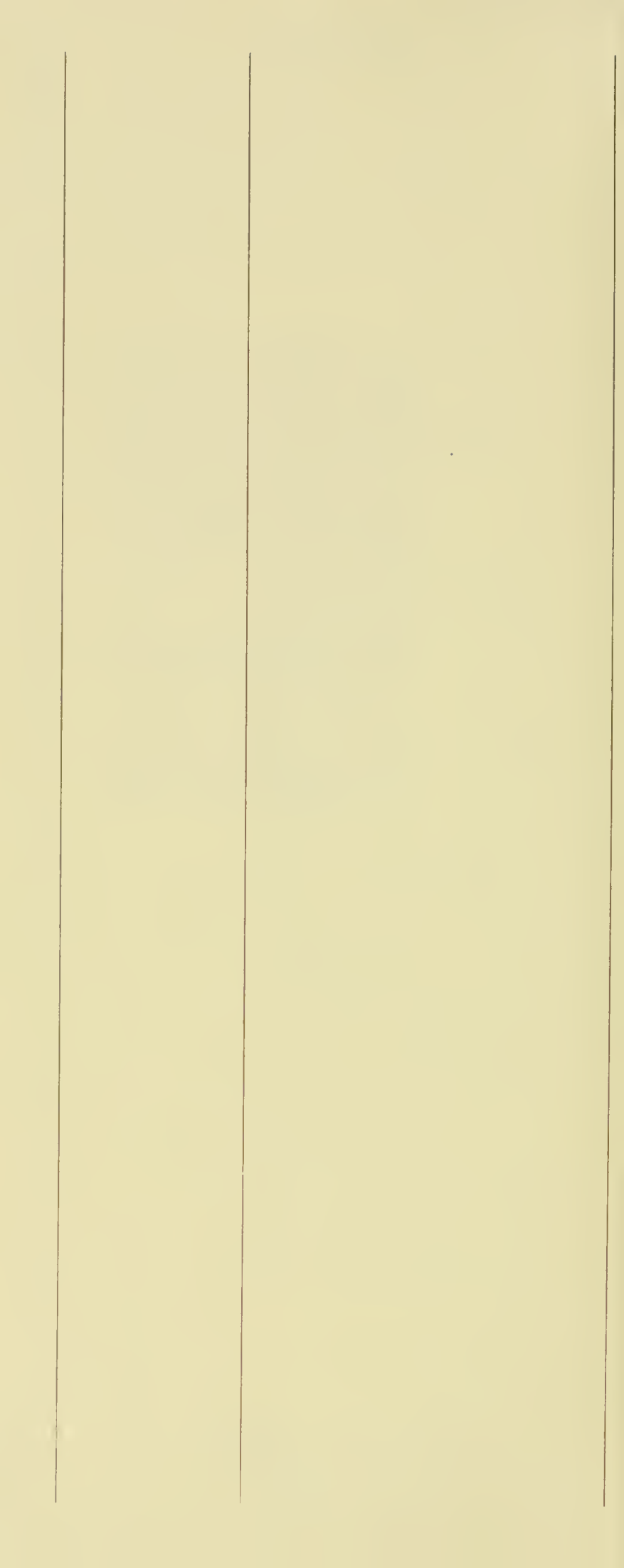
(617) 235-0320

**Visitors**

Wellesley welcomes visitors to the College. The administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.



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Boston, Massachusetts

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Wellesley, Massachusetts

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Ada Howard  
1875-1881

Alice Freeman Palmer  
1881-1887

Helen Shafer  
1887-1894

Julia Irvine  
1894-1899

Caroline Hazard  
1899-1910

Ellen Fitz Pendleton  
1911-1936

Mildred McAfee Horton  
1936-1949

Margaret Clapp  
1949-1966

Ruth M. Adams  
1966-1972

Barbara W. Newell  
1972-



The College



## The College

Wellesley College opened in 1875, after years of preparation by Mr. and Mrs. Henry Fowle Durant. It was Mr. Durant's hope that, by providing educational opportunities of the kind then available only to men, women could prepare themselves for "great conflicts and vast social reforms. . . ."

The College awards degrees only to women. After an intensive review of the question whether Wellesley should continue this century-old policy, Wellesley College has vigorously reaffirmed its commitment to provide education of high quality to women.

Wellesley's educational environment – which takes women seriously as scholars and as people, and which provides numerous and diverse successful role models – stimulates Wellesley women to explore and develop their talents most fully.

Today, Wellesley remains a residential liberal arts college believing that the study of the liberal arts develops perspective and intellectual strength for the endeavors of a lifetime. Faculty and students have a high regard for scholarship, coupled with a concern for contemporary social problems. They share a similar interest in providing an atmosphere for personal growth as well as intellectual achievement.

Wellesley's faculty members are teachers and scholars who are involved with their work and their students. The ratio of faculty to students is one to ten; many of the faculty live on or near the campus, and all are readily available to students outside the classroom.

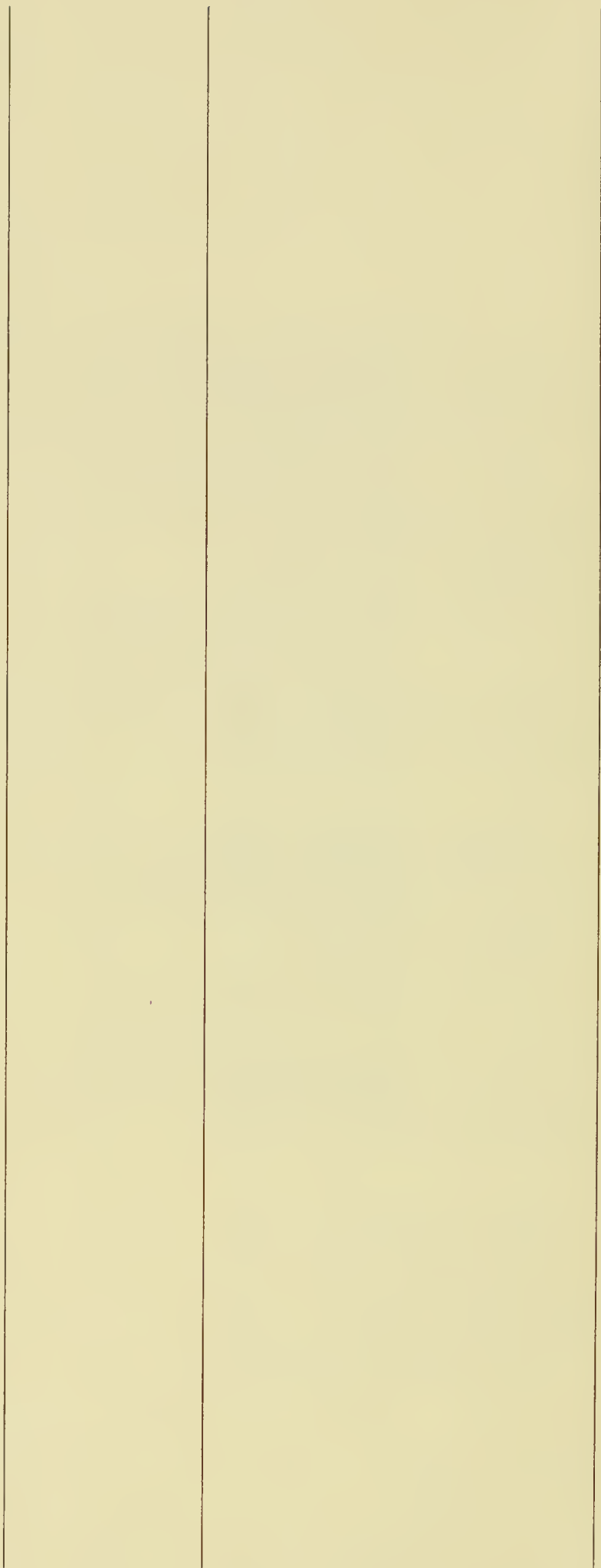
Wellesley students come from widely different backgrounds and from many parts of the world besides the United States. They bring a variety of experiences and talents to the College, providing a diversity of values and interests. This highly prized diversity not only adds richness and vitality to life at Wellesley but prepares students to continue to seek that diversity throughout their lifetimes.

Students assume responsibility for the design of their academic programs. The curriculum is arranged so that each student may explore various fields, developing a primary interest which is expressed in the selection of a major program in the last two years. There are no specific required courses; the program for the individual major allows students to design a major from the course offerings of a variety of departments.

Through the cross-registration program with the Massachusetts Institute of Technology the curricular offerings of both institutions are expanded. Wellesley and MIT students may take courses at either campus as well as sharing in extracurricular activities. There are a number of other programs of inter-institutional cooperation which expand Wellesley's educational opportunities.

While at Wellesley students encounter a wide range of points of view, academic disciplines, and special interests which stimulate and strengthen their own combinations of interests and talents. The large suburban campus has the physical resources to support these interests and talents.

Wellesley's natural beauty and serenity allow a place for thought and for the growth of a warm, human community. Because the campus is 12 miles from Boston, students also can benefit from the activities and opportunities for involvement characteristic of the urban environment.



Admission





## Criteria for Admission

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, this Board considers a number of factors. The candidates' high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, statements about themselves and their future, and the interview reports of the staff or alumnae are all carefully reviewed. The Board also considers special interests and talents, as well as social and political concerns.

All aspects of the application are evaluated with care and sensitivity by at least four people, and no one factor alone takes precedence over other factors. For example, College Board scores may be influenced by the student's previous experience with timed examinations, and these tests, of course, do not necessarily measure potential, and certainly not motivation or creativity.

The Board of Admission chooses students who will be able to perform academic work at the level required at Wellesley, and who have the potential to benefit from and contribute to the type of education offered at Wellesley. The Board is determined to use criteria which will assure that admitted students will be able to meet the standards for graduation. These criteria also are sufficiently flexible to make certain that creativity, strong potential, and high motivation are given appropriate consideration.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

## General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Entering students normally have completed four years of college preparatory studies in secondary school. Good preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to pursue additional studies in mathematics in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are always exceptions to the preparation suggested here, and the Board will also consider an applicant whose educational background varies from this general description.

## The Application

Application forms may be secured from the Board of Admission. A fee of \$15 must accompany the formal application. This fee is not refunded if a candidate withdraws her application or is not admitted. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the College with the application for admission.

## The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of a local alumna interviewer.

## Campus Visit

Students who are seriously considering Wellesley will have a fuller understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to visit classes, eat in the dormitories, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to let the Board of Admission know in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus.

## College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB

### Dates of CEEB Tests

to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 592, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates.

The CEEB Code Number for Wellesley College is 3957.

March 3, 1973  
SAT and Achievement Tests

April 7, 1973  
SAT only

May 5, 1973  
Achievement Tests only

July 14, 1973  
SAT and Achievement Tests  
Last date to take SAT and Achievement Tests to qualify for consideration under the Early Decision Plan.

October 13, 1973  
SAT only  
(California and Texas only)

November 3, 1973  
SAT only

December 1, 1973  
SAT and Achievement Tests  
Last date to take SAT to qualify for consideration under the April Decision Plan.

January 12, 1974  
Achievement Tests only  
Last date to take Achievements to qualify for April Decision Plan.

### Admission Plans

#### 1 April Decision

A candidate who uses the regular plan of admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board's decisions in April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time from March of the junior year through January of the senior year. Results of tests taken after January arrive too late for consideration by the Board of Admission.

#### Early Ratings

Beginning in mid-December the Board of Admission will make early evaluations of the applications from those candidates who request it and whose credentials are complete. These early evaluations are made to help prospective students assess their chances of admission. They may not reflect the final decision of the Board of Admission. Applicants will be notified of the Board's final decision in April.

**2**  
**Early Decision**

This plan is intended for students who decide early that Wellesley is the college they wish to attend and who agree to file no other college application until after receiving a decision from the Wellesley Board of Admission. The appropriate CEEB tests should be taken prior to the beginning of the senior year in secondary school and candidates must apply and complete the form, Request for Early Decision, by October 15 of the senior year. All supporting credentials and an interview must be completed by November 1. Candidates will receive a decision from the Board of Admission by December 1.

**3**  
**Early Admission**

The College considers applications from students who have completed only three years of high school and who have demonstrated academic strength and personal and social maturity. These students are considered for admission along with other candidates for the April Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. In all other respects they follow the regular procedures for the April Decision Plan.

**Deferred Entrance**

The College allows an admitted student to defer entrance to the freshman class for one year if she notifies the Board of Admission of her intention by May 15.

**United States  
Citizens Living  
Abroad**

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States.

**Students from  
Other Countries**

The College welcomes applications from foreign students who have excellent secondary school records and who have completed the equivalent of the entrance requirements for Americans. In some cases, credit toward the Wellesley degree is granted for successful completion of a university matriculation course. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *Information for Students from Abroad*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

The Slater One Year Fellowship Program is open to qualified foreign students currently enrolled in foreign universities who wish to increase their competence in United States studies while preparing for

**Admission of  
Transfer Students**

a degree in their home universities. Preference is given to students from western Europe. Slater Fellows receive the full cost of tuition, room and board from the College. Application forms may be obtained by writing to the dean of foreign study.

Wellesley College accepts transfer students in either the first or second semester. They must offer excellent academic records and strong recommendations from their dean and instructors. Incoming sophomores and juniors, and a limited number of second semester freshmen, are eligible to apply. Students wishing to apply for admission with advanced standing should make application before February 1 for entrance for the fall semester, and before November 15 for entrance for the spring semester, on forms which may be obtained from the Board of Admission. A nonrefundable application fee of \$15 should be sent with the completed application form.

The College will evaluate the transcripts of successful transfer applicants and accept for credit only those courses which are considered appropriate to the liberal arts curriculum. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work at the College. Therefore, only incoming sophomores and juniors and a limited number of second semester freshmen are eligible to apply. A Wellesley unit is equivalent to four semester hours and some transfer students may have to carry more than four courses per semester in order to complete their degree requirements within four years. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note which disciplines are included in Groups A, B, and C as defined on p. 53 so that they can satisfy the distribution requirements for graduation.

Incoming junior transfer students may not elect to take part in the Twelve College Exchange Program. All transfer students may elect to take courses through the cross-registration program with MIT after they have completed one semester of study at Wellesley.

**Graduate Students**

Wellesley is primarily an undergraduate institution. The departments of art and biological sciences accept a limited number of candidates for the M.A. degree. (See Requirements for Degree of Master of Arts, p. 62.) Prospective candidates should apply directly to the chairman of the appropriate department.

Fees

Financial Aid

Fellowships





## Fees and Expenses

At Wellesley the fee represents approximately one-half of the cost to the College for each resident student. In past years the difference has been made up from gifts and income earned on endowment funds.

### **Annual Fee**

The fee for tuition, room and board for the academic year 1973-74 is \$4250. In addition, there is a student activity fee of \$50. The College offers three plans of payment described on pp. 26-27. In 1974-75 the comprehensive fee for tuition, room and board will be \$4550; the student activity fee will be \$50.

### **Student Activity Fee**

The purpose of the student activity fee of \$50 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus. The fee is nonrefundable.

### **Room Retainer Fee**

Returning resident students must submit a room contract and \$100 to the controller by March 1 to reserve a room for the following year. This \$100 fee is applied against room and board charges for the following year and is not refundable after March 1.

### **Reservation Fee**

A fee of \$200 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on July 1 for returning students. It is included in the annual fee of \$4250, and cannot be refunded after its due date.

### **General Deposit**

A general deposit of \$50 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

**Special Fees and Expenses**

These include, but are not limited to, the following:

An initial nonrefundable application fee: \$15.

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on pp. 211-212.

A fee for each unit of work taken for credit in excess of five in any semester: \$350.

A fee for validating in September each unit of work done independently during the summer or taken in other institutions in excess of the units accepted for an automatic transfer of credit: \$50

An automobile parking fee per semester: \$40.

Fees for breakage of laboratory equipment and any other damage incurred by a student.

A fee for dormitory room key, if not returned: \$5.

A complete list of fees may be obtained by writing to the controller.

**Nonresident Fees**

The nonresident fee for the academic year 1973-74 is \$2800. Detailed information on fees and payment plans for nonresident students may be obtained by writing to the controller.

**Plans of Payment**

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded.

Detailed descriptions of plans are sent by the controller to the parents of entering students and to others upon request. Although there are minor variations in the payment plans for April Decision and Early Decision students, the final due dates for each group are the same. The eight-payment plan is available only for a complete academic year.



## Plans of Payment

		Early Decision	April Decision	Returning Students
<b>Annual Payment Plan</b>	Amount	Due	Due	Due
Room retainer fee for returning students	\$ 100			March 1
Reservation fee	\$ 200	Feb. 1	May 1	July 1
General deposit	\$ 50	Feb. 1	May 1	
Balance for entering students	\$ 4100	Sept. 1	Sept. 1	
for returning students	\$ 4000			Sept. 1
<b>Standard Plan</b>	Amount	Due	Due	Due
Room retainer fee for returning students	\$ 100			March 1
Reservation fee	\$ 200	Feb. 1	May 1	July 1
General deposit	\$ 50	Feb. 1	May 1	
First semester fee for entering students	\$ 1950	Sept. 1	Sept. 1	
for returning students	\$ 1850			Sept. 1
Second semester fee	\$ 2150	Jan. 15	Jan. 15	Jan. 15

		Early Decision	April Decision	Returning Students
<b>Eight-Payment Plan</b>	Amount	Due	Due	Due
Room retainer fee for returning students	\$ 100			March 1
Reservation fee	\$ 200	Feb. 1	May 1	July 1
General deposit	\$ 50	Feb. 1	May 1	
Eight equal pay- ments on the first day of each month. This plan includes a \$20 service charge.				
for entering students	\$ 4120	July 1 through Feb. 1	July 1 through Feb. 1	
for returning students	\$ 4020			July 1 through Feb. 1

The College will accept payments made through any bank or trust company or recognized financing agency which will forward payments in accordance with the Standard Plan.

**Payment for Students on Financial Aid**

Except for the reservation fee, grants are usually applied equally by semester against all tuition, room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid officer.

**Medical Insurance**

Information concerning student medical insurance is sent to all parents by the controller. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Insurance Plan (Blue Cross-Blue Shield), or to provide equivalent coverage.

**Refund Regulations**

<sup>1</sup>  
Reservation payment and room retainer fee are not refundable after their due dates.

<sup>2</sup>  
The official date of withdrawal is considered to be the date on which the student and the class dean acknowledge the decision to withdraw to be final, and the class dean signs the withdrawal card.

<sup>3</sup>  
In the event of withdrawal of a student on financial aid, the proceeds of all refunds will be applied proportionately to the sources from which payment was made.

<sup>4</sup>  
There is no refund made to a student who leaves the College without the written approval of the class dean.

**Refund Schedule**

Prior to the first day of class, tuition, room and board fees are 100 percent refundable.

After classes begin, tuition is refunded at the rate of 75 percent from the first through the 14th calendar day and 50 percent from the 15th through the 35th calendar day. There is no tuition refund after the 35th calendar day.

After classes begin, there is no refund for the room charge.

Board rebate is computed at the rate of \$13 per week for each remaining *full* academic week of the semester, calculated from the week after the withdrawal or exclusion date.

**General Expenses**

It is estimated that \$500 for the year will cover a student's general expenses including books and supplies, incidental fees, recreation and entertainment, laundry and dry cleaning, and local transportation, excluding trips to and from home for the year. For the foreign student coming from abroad this figure is estimated at \$700.

**Graduate Student Fees**

The basic fee for a graduate student is \$350 per semester course, payable by September 1 for the fall semester and by January 15 for the spring semester.

The basic fee for a continuing education student is \$350 per semester course, payable by September 1 for the fall semester and by January 15 for the spring semester. Continuing education applicants pay the same \$15 fee as all other students. There is also a registration fee of \$25, payable when the student is accepted.

A continuing education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: Tuition will be refunded completely through the 21st calendar day of the semester. One-half of the tuition will be refunded if withdrawal is between the 22nd and 35th calendar day of the semester. There will be no refund after the 35th calendar day of the semester.

## Financial Aid

The Wellesley College program of financial aid for students is intended to open educational opportunity to able students of diverse backgrounds regardless of their financial circumstances. No student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Committee on Financial Aid consider applications for aid. Over 30 percent of Wellesley students receive some financial aid from Wellesley funds.

The Wellesley College Students' Aid Society, which sponsors loans, also offers personal assistance through loans of books and other items, gifts of clothing, and loans of small amounts of money for incidental expenses and special emergencies.

Financial aid is given only to students who require assistance in order to attend. Awards vary in size according to individual need and may equal or exceed the comprehensive College fee. Although awards are generally granted for one year at a

time, the College expects to continue aid as needed throughout the four years for all financial aid students who continue to have need and whose college records are satisfactory. Most awards consist of a package of a grant and a loan, plus work.

In addition to College funds, federal monies also have been available in the past for grants, loans, and certain work-study programs. It is expected that similar funding will continue. In general, qualification for these federally sponsored programs has depended upon family income.

The need for financial help always exceeds the amount of resources Wellesley has available in any given year. Therefore, students should, whenever possible, seek grants and/or loans through local, state, or federal programs, from educational foundations, and other private sources.

Wellesley College offers ten Town Scholarships to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in Wellesley. If these students live at home the scholarship is in the form of a full tuition grant. If these students choose to live on campus the amount of the scholarship is based on financial need and is determined by the same need criteria which apply to all other financial aid applicants.

The College expects students to contribute as much as possible to their own expenses through summer and term-time earnings. On-campus jobs are offered to students after the freshman year. These jobs ordinarily involve five hours of work per week and enable students to earn approximately \$300 a year. In addition, the Career Services Office is often able to arrange for additional paid work during the academic year and summer.

Further information on financial aid at Wellesley is contained in the brochure *Opportunities for Financial Aid* which may be obtained by writing to: Financial Aid Officer, Wellesley College, Wellesley, Massachusetts 02181.

### **Application for Financial Aid**

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Parents' Confidential Statement of the College Scholarship Service, and a certified copy of the latest federal income tax return.

### **Application**

The Wellesley College Application for Financial Aid will be sent to candidates who indicated that they would like to apply for financial aid on the application for admission. It should be returned to the financial aid officer, Wellesley College, by October 15 from Early Decision applicants and by February 1 from all other applicants.

**Parents' Confidential Statement**

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60204; or Box 1025, Berkeley, California 94701. A copy can also be provided by the financial aid officer if specifically requested by an applicant. The Parents' Confidential Statement should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The statement must be filed with the Wellesley College financial aid officer by October 15 from Early Decision applicants; February 1 from April Decision applicants; February 15 from fall semester transfer applicants; and November 30 from spring semester transfer applicants.

**Federal Income Tax Return**

If a student is admitted and enrolls at Wellesley College, parents are expected to submit a certified copy of their latest federal income tax return by July 1. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent. Financial aid awards are not final until the IRS form is submitted.

**Fellowships and Graduate Scholarships**

A number of fellowships and graduate scholarships are open to graduating seniors and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. In general, awards are made to applicants who plan full-time graduate study.

Information and application forms may be obtained from the Secretary to the Committee on Extramural Graduate Fellowships and Scholarships, Wellesley College.

**For Graduates of  
Wellesley College**

Applications and supporting credentials for fellowships are due by February 20, except where noted.

Fellowships open to Wellesley College alumnae and graduating seniors are listed below. Each is awarded annually unless specified otherwise.

*Anne Louise Barrett Fellowship*, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States.

Stipend: \$2500

*DuPont Graduate Fellowship in Science and Engineering* for graduate study in the biological sciences, chemistry, engineering, and physics. Mathematics and medicine are not included. Awarded annually to a senior. Applications are due January 15.

Stipend: \$10,000

*Professor Elizabeth F. Fisher Fellowship* for research or further study in geology or geography, including urban, environmental or ecological studies. Awarded in alternate years. To be offered in 1974-75 for 1975-76.

Stipend: \$1000

*Horton-Hallowell Fellowship* for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.

Stipend: \$3500

*Edna V. Moffett Fellowship* for a young alumna, preferably for a first year of graduate study in history. Awarded in alternate years. To be offered in 1974-75 for 1975-76.

Stipend: \$2500

*Vida Dutton Scudder Fellowship* for study in the field of social science, political science, or literature. Awarded in alternate years. To be offered in 1973-74 for the year 1974-75.

Stipend: \$3000

*Sarah Perry Wood Medical Fellowship* for the study of medicine. Renewable.

Stipend: \$3300

*Trustee Scholarships* are awarded on a competitive basis to four seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not required by them, to alternates who need financial assistance. All applications and credentials are due by January 15. Recipients share the total annual stipend.

Stipend: \$6000

*Fanny Bullock Workman Scholarship* for graduate study in any field.

Stipend: \$3000



**For Graduates of  
Other Institutions  
Fellowships,  
Scholarships, and  
Assistantships**

*Mary Elvira Stevens Traveling Fellowship* for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee before December 15. Stipend: \$7000

Some graduate fellowships and scholarships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any college, including Wellesley.

Assistantships which provide stipends are available for candidates for the M.A. degree in biological sciences at Wellesley.

*Alice Freeman Palmer Fellowship* for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Stipend: \$3500

*M. A. Cartland Shackford Medical Scholarship* for the study of medicine with a view to general practice, not psychiatry. Renewable. Stipend: \$3500

*Harriet A. Shaw Scholarship* for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates. Awarded in alternate years. To be offered in 1973-74 for the year 1974-75. Stipend: \$3000





# Student Life



**Registration**

At the beginning of each semester, all students must register before their first scheduled classes. Resident students must register in their dormitories and nonresidents in Room 109, Schneider College Center.

**Orientation for Entering Students**

Freshmen and transfer students arrive on campus a few days before most other students and have a special opportunity to get acquainted with life at the College before classes begin. The orientation program is planned by student leaders with the help of faculty and staff members from various offices in the College, many of whom are available to answer questions and help with individual needs.

During this week there are get-togethers in the dorms, opportunities for meetings with the class deans and advisors, as well as social activities such as mixers, picnics, campus tours, and trips to Boston and Cambridge. The Vil Junior in each dorm has special responsibility for helping the new students feel at home.

Entering students receive a handbook prepared by students and a portrait directory of new students both of which help them become acquainted with the College and their classmates.

**College Government**

The administrative head of the College is the president, who reports to the Board of Trustees, a group of thirty women and men from throughout the United States. The president is assisted by the President's Advisory Council comprised of students, faculty members, and other administrators.

The present College Government, composed of students, faculty, and administrators was created by an Agreement between faculty and students in 1918. Although this Agreement has been amended over the years, it still provides the basic governmental structure of the College.

Essentially the agreement allows for student control over all nonacademic aspects of their lives, and for faculty supervision of all academic matters.

Students sit on most policy-making committees; these include all subcommittees of the Board of Trustees, academic departmental subcommittees, and most other major policy-making committees in the College.

**Residence**

The College provides housing in 13 dormitories on campus, and although the majority of students choose to live in these residences, some students prefer to find their own housing off campus. The dormitories contain single rooms, double rooms, and suites. Small kitchenettes are located on most corridors for students to prepare snacks or to use when entertaining.

The cost of all rooms is the same, regardless of whether they are shared. Members

of all four classes live in each dorm and share the dining and common rooms and the general life of the house. Students clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work. Each dormitory has a non-student resident head of house. The visiting hours for guests are set by the students.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident. Students may rent linen or supply their own. Students supply blankets and quilts and their own curtains, pictures, rugs, posters, and the rest of the delightful paraphernalia which turns the dorm room into a home away from home. Students may change dorms from year to year.

During vacation periods the dormitories are usually closed.

### **Advising and Counseling**

Students can find advice and help from a variety of sources. Each College class has a dean whose major responsibility it is to provide guidance in academic matters and who takes a special interest in each member of her class. Generally, a class will have the same dean throughout its four years. Individual faculty members and department chairmen are available also to provide more specialized information in their fields.

Medical and psychiatric counseling is available through the College Health Services. The professional counseling staff is also available to provide personal counseling to individuals and groups.

Others in the College who are interested in helping students include the staff of the Chaplaincy, the heads of house, and the Vil Juniors.

Confidential problems are treated with respect, and students may feel secure in knowing that personal problems will remain confidential.

### **Supplementary Education**

The College offers programs of academic assistance to all Wellesley College students. These include: tutoring, reading and study skills courses, diagnosis of study problems, and study counseling. Arrangements for academic assistance can be made through the Office of the Dean of Studies.

### **Religion**

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students. Wellesley students may also major in religion and biblical studies, or take elective courses in these fields. Attendance at all worship services is voluntary.

The College chaplain is available to all students for religious guidance and personal counseling. He also officiates at

regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel, at which many distinguished men and women are invited to speak during the year. Other religious advisors representing several religious traditions are also available to students for counseling. The activities of various religious groups on campus as well as programs sponsored by the Chaplaincy are open to all.

Temples, churches, and other religious organizations representing a great variety of ways of worship are available locally and in the greater Boston area.

### College Health Services

The services of the College physicians, psychiatrists, and nurses are available to students at Simpson Infirmary, which includes a 29-bed hospital and an outpatient clinic. Minimal fees are charged for certain services such as laboratory tests or special treatments such as physiotherapy. Boston has long been one of the major medical centers in the country, and consultation with specialists in all medical fields is easily available.

Besides the usual care given by College Health Services, members of the Wellesley medical staff serve on a student-staff health committee. This committee works on ways to expand the use of the health services and arranges special programs of information and discussion on subjects such as drugs, sex, and marriage.

The confidentiality of the doctor-patient relationship is the foundation upon which the success of the health services is based. **College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the consent of the student.** Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

Each student is allowed three free days in the infirmary; however, if inpatient students have third party coverage from insurance, the government, or other sources, they will be expected to assign this benefit to the College Health Services. If the coverage is insufficient, the College will still provide up to three free days of inpatient care in the College infirmary.

### Community Involvement

Wellesley students involve themselves in the greater Boston community in a variety of ways. Some of these are structured programs such as EB-Well, which is a cooperative relationship between Wellesley College and the citizens of East Boston. Students working with the EB-Well program are placed in schools and community agencies where they perform many useful services while they are learning the dynamics of community organization and civic problems. Some of

Wellesley's Black students choose to work in Roxbury or other communities where they can become involved in legal aid, tutoring, health services, or church work.

A number of Wellesley students work with the Town of Wellesley in its various departments.

Under certain conditions credit for supervised field work experience may be given; in other situations community work forms part of the assigned work in specific courses. Generally, students become involved in community work for many other reasons besides the possibility of earning course credits.

As volunteers or paid workers, Wellesley students are encouraged to expand their educational experience by seeking relationships with the larger community.

### **Jobs on and off Campus**

A student interested in employment may register at the Career Services Office. This office assists students in obtaining summer employment as well as part-time work during the academic year. There are many opportunities for students to find part-time employment at the College and in the Town of Wellesley. The Career Services Office is the clearinghouse for employment of students. Opportunities on campus include office work in academic and administrative departments, in Schneider College Center, and work in small businesses run by students. Off campus, students have worked in offices, stores, and restaurants. A large number of local families employ students for child care and for other varieties of household work.

Undergraduates and seniors are assisted in making plans for the future, either for employment or further study. Students may consult with the career services counselors about their interests and plans. Assistance is provided in many ways. The office maintains a library of vocational literature on current positions and future career possibilities; holds lectures and discussions for students on various occupations; supplies information about graduate courses, apprenticeships, graduate scholarships and assistantships, as well as job opportunities; and schedules interviews for seniors with employer and graduate school representatives who recruit at the College.

All alumnae may continue to use the services of this office for information and help to find employment or in planning further study.

### **Summers**

The long summer vacation gives students ample time for work, travel, or study.

The Career Services Office has information on summer opportunities. Counseling and advice are offered to students on the various possibilities available to match their interests and abilities.



### Washington Internship

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. The program runs for ten weeks during which time interns hold full-time jobs and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the learning experience to be afforded. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

### Urban Internship

In addition, the Wellesley Urban Politics Summer Internship Program offers students the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Boston or Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policymaking. Interns receive a stipend from the College.

### Internship in Economics

The Internship Program in Economics, founded at Wellesley by the National Association of Business Economists, places qualified economics majors in salaried positions in private or public agencies in all parts of the country during the summer following the junior year. Students in this program carry out applied economic research under the direction of senior economists.

### Other Opportunities

Some students undertake planned programs of independent study which they have designed with members of an academic department and their class dean. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to only two units, and is not automatic. Students should consult their class deans and appropriate departments before enrolling in summer school courses for which they expect credit toward the Wellesley degree.

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Slater Summer Fellowships to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Sum-

mer Fellowships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Slater or a Waddell Fellowship requires the support of the student's major department and a statement from the financial aid officer showing what funds are needed to supplement the student's financial resources.

Whatever the summer plans may be, Wellesley considers reading an indispensable accompaniment. Students are encouraged to choose reading matter which will complement their previous work and help them prepare for the coming year.

### Academic Summary

	Resident	Non-Resident	Class Totals	Totals
Candidates for the B.A. Degree	1680	113		1793
Seniors	391	61	452	
Juniors	341	27	368	
Sophomores	425	15	440	
Freshmen	523	10	533	
Candidates for the M.A. Degree		9		9
Continuing Education Students		52		52
				1854
Nondegree candidates	51	3		54
Total Registration	September 1972			1908



## Students in 1972-1973

## Students from the United States

Alabama	6
Arizona	7
Arkansas	3
California	58
Canal Zone	1
Colorado	12
Connecticut	126
Delaware	9
District of Columbia	21
Florida	32
Georgia	24
Hawaii	5
Idaho	2
Illinois	74
Indiana	8
Iowa	7
Kansas	8
Kentucky	5
Louisiana	5
Maine	30
Maryland	56
Massachusetts	303
Michigan	31
Minnesota	16
Mississippi	2
Missouri	22
Montana	4
Nebraska	3
Nevada	1
New Hampshire	32
New Jersey	145
New Mexico	7
New York	282
North Carolina	26
North Dakota	3
Ohio	77
Oklahoma	4
Oregon	6
Pennsylvania	91
Rhode Island	30
South Carolina	6
South Dakota	1
Tennessee	16
Texas	47
Utah	1
Vermont	9
Virginia	46
Washington	9
West Virginia	3
Wisconsin	16
Total	1738

## Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad
Afghanistan		1
Argentina	1	
Belgium		1
Cameroon	1	
Canada	4	5
Colombia	1	1
Cuba	1	
Egypt	1	
Ethiopia	1	
Finland	3	
France	4	4
Great Britain	11	2
Greece	3	
Holland	1	1
Hong Kong	1	
India	6	
Indonesia	2	
Iran	3	
Italy	1	2
Jamaica	1	1
Japan	1	
Kenya	1	
Korea	4	
Malaysia	7	
Mexico		1
Netherlands Antilles	1	
Nicaragua	1	
Nigeria	3	
Pakistan	3	
Panama		1
Paraguay		1
Philippines	1	
Puerto Rico		4
Singapore	1	
Somalia	1	
South Africa, Rep. of	1	
South Vietnam	2	
Surinam		1
Sweden		1
Switzerland		1
Taiwan (Rep. of China)	5	
Thailand	1	
Turkey	1	
Uganda	1	
Uruguay	1	
Venezuela	2	
West Germany	2	2
Total	86	30

## The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, botanic gardens, and an outdoor amphitheatre. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. Thirteen of the buildings are residence halls. Placed in four groups, each is approximately the same distance from the academic quadrangle where most classes are held.

The focal point of the campus is the tower which contains a 30-bell carillon. Named for its donor, Galen L. Stone, the tower rises 182 feet from Green Hall, the administration building, and is an excellent vantage point from which to view Wellesley's extensive campus and beyond.

One of Wellesley's oldest buildings (1880) is Billings Hall, now completely remodeled and expanded to create the Schneider College Center for extracurricular activities. Nearby is the Library and a short distance away, atop Norumbega Hill, is the quadrangle which includes the administration building, two classroom buildings (Founders and Pendleton Halls), and the Jewett Arts Center. The Houghton Memorial Chapel, the Whittin Observatory and the neighboring Sage Hall with adjoining greenhouses, the recreation and physical education buildings, the Child Study Center, as well as the Infirmary and other College buildings are described below.

### Alumnae Hall

The largest auditorium on the campus is in Alumnae Hall which has a seating capacity of 1500 persons. Beneath the auditorium is a large ballroom. The building houses the Wellesley College Theatre and the College radio station, WBS. Visiting lecturers and concert artists, panelists, and professional theatre groups often appear there. The gift of Wellesley alumnae, the building was erected in 1923.

### Arts Center

The Jewett Arts Center, completed in 1958, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhauser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The teaching collection of the museum includes choice examples of classical and

medieval sculpture, old master prints and drawings, and contemporary art. Although used primarily for teaching and museum training, it is also open to the public and during the academic year many exhibitions are offered.

The music and drama wing contains the music library of books, scores, and recordings; listening rooms; well-equipped practice studios; and classrooms and offices of the music department. A fine collection of musical instruments is available to students.

The Jewett Auditorium, an intimate theatre seating 320 persons, was designed for chamber music performances. In addition, there are rehearsal rooms and other facilities for theatre workshop.

## Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a trustee of the College. The Chapel's stained glass windows commemorate the founders and several former members of the College, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. Beneath the main chapel which seats 1200 people there is the small, intimate Little Chapel.

## Child Study Center

Wellesley College opened the Child Study Center in the fall of 1969 under the direction of the psychology department. It is located in the Anne L. Page Memorial Building, in which for many years a nursery school was run by the College. The Center is designed for Wellesley undergraduates to study the learning processes among young children.

## Classrooms

Founders Hall, built in 1919, is dedicated to Mr. and Mrs. Henry Fowle Durant, the founders of the College. Pendleton Hall, built in 1935, honors Wellesley's sixth president, Ellen Fitz Pendleton. They are located south and north respectively in the academic quadrangle. The humanities, social sciences, and mathematics are taught in Founders. Pendleton contains the laboratories, lecture rooms, libraries, and offices of the departments of chemistry, physics, and psychology. Extensive equipment and facilities provide opportunity for advanced work in these areas. There are many additional classrooms in other buildings described elsewhere.

## Gray House

Gray House, near the new dorms, provides overnight accommodations for male guests of students at a nominal cost.

## Green Hall

The offices of the president, the Board of Admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council

and trustee meetings, class and seminar rooms, some faculty offices, and the offices of the Alumnae Association, Resources, and the College Information Services staffs. Named for Hetty R. Green, the building was erected in 1931 and was in large part the gift of Mrs. Green's son and daughter, Col. Edward H. R. Green and Mrs. Matthew A. Wilks. The carillon in the Galen L. Stone Tower was the gift of Mrs. Charlotte Nichols Greene.

### **Greenhouses**

Classrooms in the biological sciences department open directly into the greenhouses. They honor Margaret C. Ferguson, former Wellesley professor of botany, and bear her name. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is extensive space for experiments by faculty and students. The greenhouses are open to the public daily throughout the entire year.

### **Harambee House**

Harambee House is the cultural and social center for Black students. It contains rooms for seminars, meetings, and social gatherings as well as facilities for cooking and entertaining. It is located near the Schneider College Center just south of the Library.

### **Housing for Faculty and Staff**

Wellesley maintains housing on campus for faculty members, some administrators, and maintenance and housekeeping staff members.

### **Infirmary**

The Simpson Infirmary, a 29-bed hospital and outpatient clinic, was built in 1942. It is connected to the original infirmary (1881) which is now used for staff housing.

### **Library**

The Library's collection exceeds 500,000 volumes including some 20 percent in department libraries. Subscriptions to periodicals number over 2,000. Special collections contain autograph letters, manuscripts, and rare books of distinction.

There is a seating capacity of 780, with 290 study carrels and 20 faculty studies. A language laboratory is available as are listening units for the collection of spoken and dramatic recordings. Special meetings, lectures, and discussions may be held in the Pope Room of the Library, which seats 100 people.

The Library, erected in 1910 and first enlarged in 1916, was the gift of Andrew Carnegie. A new wing in 1957, and renovations to the old building as well as the installation of the language laboratory in 1958, were the gifts of alumnae and friends, especially of David M. Mahood and Mrs. Helen M. Petit in memory of Helen Ritchie Petit of the Class of 1928. The Library is open to the public daily while College is in session and Monday through Friday during vacation.

	Two new wings will be added to the Library. They will provide a total of 1,000 additional seats, reading areas, individual study carrels in the stacks, faculty studies, and seminar and meeting rooms.
<b>Maintenance</b>	The Maintenance Building and nearby Physical Plant supply the services and utilities necessary for the upkeep of the College. Here are located the offices for grounds upkeep, security, housekeeping, and the resources for all utilities.
<b>Observatory</b>	The Whitin Observatory contains laboratories, classrooms, darkrooms, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The gift of Mrs. John C. Whitin, a trustee of the College, the observatory was built in 1900 and enlarged in 1962 and 1966. It is considered to be an unusually fine facility for undergraduate training in astronomy.
<b>Phi Sigma</b>	The offices for personal counseling and continuing education are located in Phi Sigma House.
<b>Physical Education and Recreation</b>	<p>Classes for all indoor sports and for modern dance are conducted in Mary Hemenway Hall, the gymnasium, and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, and a large swimming pool. Outdoor water sports center around the boat-house where the canoes, sailboats, and crew shells are housed. Wellesley maintains a nine hole golf course, 16 tennis courts, and hockey and lacrosse fields.</p> <p>The older of the two buildings, Hemenway, was built in 1909 when the Boston Normal School of Gymnastics affiliated with the College and Mrs. Hemenway of Boston provided the funds for the building. The Recreation Building was opened in 1939. Its pool bears the name of George Howe Davenport, a trustee and generous benefactor of the College.</p>
<b>President's House</b>	The President's House, formerly the country estate of Wellesley's founders, the Durants, sits on a hill just south of the main campus. The house overlooks spacious lawns and the lake. Remodeled and renovated in 1968, it is frequently opened to various groups from the College community and is also the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors.
<b>Residence Halls</b>	The 13 residence halls are arranged in four groups: one in the northwest corner of the campus; another west, on the hill overlooking the lake; a third slightly southeast of the lake shore; and the fourth stretching to the northeast. The buildings have large spacious living rooms and smaller common rooms. Each has its own dining facilities, and there are both single

and double rooms and some suites. Almost all the buildings have a small kitchenette on each floor and every building has coin-operated washers and dryers. There are separate apartments for the heads of house. The residence halls bear the names of past presidents and faculty as well as alumnae, trustees, and friends of the College.

Each residence, its student capacity and location, is listed below:

Munger	120 students	Northwest
Beebe	125 students	
Cazenove	125 students	
Pomeroy	125 students	
Shafer	120 students	
Tower Court	235 students	West
Claflin	115 students	
Severance	145 students	
Stone	100 students	Southeast
Davis	100 students	
Bates	130 students	Northeast
Freeman	130 students	
McAfee	140 students	

### Sage Hall

Located some distance from the academic quadrangle and on the northeast side of the campus, Sage Hall houses the biological sciences and geology departments. The building has laboratories, lecture rooms, a library, vivarium, aquarium, a teaching museum, and an extensive map collection for geography.

The construction of a new building for the sciences is planned which, together with Sage Hall, will form the new Wellesley College Science Center. This complex will house the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, and psychology.

### Schneider College Center

The center for extracurricular life at the College is Schneider College Center. Its newly remodeled facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, a coffee house, and many services for the College community. It is the bus terminal for the Wellesley-MIT cross-registrants.

The Center is governed by a student-faculty-staff board which arranges a series of social and special interest programs throughout the year. Harambee House, the Black cultural center, and Slater International Center are complementary adjuncts to Schneider.



**Slater International Center**

Slater International Center, dedicated in the fall of 1972, is an informal meeting place for foreign and United States students and faculty. It serves as one of the centers for student activities, for organizations on campus which have an interest in international affairs, and for seminars and speakers on international topics. Overlooking Lake Waban and part of the Schneider College Center complex, it has rooms for large and small gatherings and meetings, a library, and facilities for cooking and entertaining.

**Society Houses**

There are three houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. The Society houses are listed below:

Shakespeare	Shakespearean Drama
Tau Zeta Epsilon	Art and Music
Zeta Alpha	Modern Drama

**Wellesley College Club**

Completed in 1963, the Club is a center for faculty, staff, and alumnae. Its handsome reception rooms and dining rooms are used for many special occasions and daily by its members for lunch and dinner. There are a number of bedrooms for the use of guests, alumnae, and parents of students and prospective students.







## The Curriculum

The curriculum provides a framework within which students are invited to explore various fields in the arts and sciences. When students decide on an area of concentration they then select courses in other fields to provide complementary or contrasting experiences. These, together with the major, enable students to achieve a broadly liberal education.

In developing the curriculum, the faculty has tried to present diverse offerings among which students will gradually perceive interrelationships. Through study of different disciplines and bodies of knowledge, students perceive the coherent unity among diversity which is traditionally termed a liberal arts education.

By the time the Bachelor of Arts degree is earned, the student should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly growth and responsible participation in society. In the major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

### Requirements for Degree of Bachelor of Arts

Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upper-class students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-380 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III.

<b>General Requirements</b>	<p>In order to provide students with as much freedom as possible, Wellesley requires no specific courses. To insure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they choose three semester courses in each of three general areas during the four year period. (Courses numbered 350 – Research or Individual Study – do not satisfy this requirement.)</p> <p>The three groups of academic disciplines are:</p>
<b>Group A</b>	<p><b>Literature, Foreign Languages, Art, and Music</b>  Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Russian, Spanish; or from extra-departmental literature courses.</p>
<b>Group B</b>	<p><b>Social Science, Religion and Biblical Studies, and Philosophy</b>  One or two units chosen from courses in the Departments of History, Philosophy, Religion and Biblical Studies  and  One or two units chosen from courses in the Departments of Economics, Political Science, Psychology, Sociology and Anthropology.</p>
<b>Group C</b>	<p><b>Science and Mathematics</b>  Three units, at least one of which shall be a course with laboratory, chosen from offerings in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, Physics, or one of the extradepartmental courses in history of science.</p> <p>Before the beginning of the senior year students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill the requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires scores of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of two units of language study above the first year level.</p> <p>Students may take beginning courses in only two modern foreign languages. The foreign language requirement cannot be met through courses taken at summer school.</p> <p>In addition, all students must complete the physical education requirement described on p. 230 for which no academic credit is given.</p> <p>Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.</p>

## The Major

Students may choose majors offered by 23 departments, four interdepartmental majors – Black studies, classical and Near Eastern archaeology, classical civilization, and molecular biology – or they may devise an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major, and no more than 14 in any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. This plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their study upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies are Asian studies, Latin American studies, Russian studies, United States studies; of periods, the Middle Ages, the Renaissance; of subjects, comparative literature, international relations, theatre studies, urban studies.

In the second semester of the sophomore year each student elects a major field and prepares for the recorder a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the recorder not later than the second semester of the junior year.

## Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work they should consult with their class dean for assistance in making special arrangements for their studies.

Students are expected to maintain at least a C average throughout the college career. At the end of each semester each student's record is reviewed, and appointments with the class dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from College.

## Grading System

Students have the option of electing courses on a letter or nonletter grade basis. At the beginning of the eighth week of a semester, students notify the recorder and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not awarded this fact does not appear on the student's permanent record.

**Examinations**

An examination period occurs at the end of each semester. Within this period students may devise their own examination schedules. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit towards the degree for work done independently in the summer, or for more than two units taken in summer school, should consult the appropriate department and the class dean, and should apply to the recorder at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

**Credit for Advanced Placement Examinations**

Students who enter under the Advanced Placement Program of the College Entrance Examination Board, making the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received advanced placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: only one unit of credit will be given for the Latin 4 examination; one unit of credit will be given for a score of 4 or 5 in the Mathematics AB examination; one unit of credit for a score of 3 in the Mathematics BC examination. Not more than two units are credited in any one department.

**Credit for Other Academic Work**

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations, courses taken at another institution during the summer or the academic year, or independent study off campus which is then evaluated by examination by a Wellesley department. (See Examinations.) Two units may be earned in summer school and two units for independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. All students, including transfer students, must complete 16 units at Wellesley.

**Exemption from Required Studies**

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable com-

petence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units for graduation. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: A score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination.

Permission for the exemption examination must be obtained from the class dean and the chairman of the department concerned. (See Examinations.) In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

### Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements earlier.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

Normally, a plan to accelerate must include eight units at Wellesley during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1

Advanced Placement credit;

2

A maximum of two units earned in summer school;

3

A maximum of two units earned through independent study during the summer and validated at Wellesley; and

4

College or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain a C average at all times.

### Research or Individual Study

Each academic department provides the opportunity for certain students to undertake a program of individual study directed by a member of the faculty. Under this program an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)



**Freshman-Sophomore Colloquia**

These colloquia give students the chance to work closely in small groups with individual faculty members. They are designed to provide the sort of educational experience which previously was enjoyed only by upperclassmen. They are similar to the advanced seminars in that they stress independent work, discussion, and oral and written presentations.

**Cross-Registration Program with the Massachusetts Institute of Technology**

A program of cross-registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curriculum and in the environments of each. The two schools combine their academic, extracurricular, and operational resources while maintaining the separate strengths, independence, and integrity of each institution.

A Wellesley student interested in exploring the possibilities of electing a specific course at MIT should consult the exchange coordinator, the department advisor, or the appropriate exchange program faculty advisor. Since the number of participants in the exchange is limited, upperclass students are given first preference.

**The Twelve College Exchange Program**

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Students in good standing may apply through the exchange coordinator for a semester or full academic year in residence at any of the member institutions. Admission is competitive, and preference is given to students planning to participate in their junior year.

**The Junior Year Abroad**

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. The Wellesley Slater Junior Year Abroad fellowships are available to juniors who have been accepted for programs approved by the Foreign Study Committee. Some financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from both funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities.



Academic Distinctions

Honors in the Major Field

Students who have shown marked excellence and an unusual degree of independence in their work in the major field may receive the Bachelor of Arts degree with Honors in the Major Field. Eligibility for the program is based on the student's record in the major field. Under this program an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honor seminars, and opportunities to assist faculty in introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the Major Field.

Other Academic Distinctions

The College names to Freshman Honors those students who maintain high academic standing during the freshman year. Juniors and seniors whose records after the freshman year are at the level of Wellesley College Scholars and Durant Scholars may also receive these designations. Final honors, conferred at Commencement, are based on academic records after the freshman year and include the title Wellesley College Scholar for high academic standing and Durant Scholar for highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award to four seniors who intend to pursue graduate studies the title of Trustee Scholar. The awards are made on a competitive basis. The title is honorary; in cases of financial need stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Extramural Graduate Fellowships and Scholarships by January 15.

Certain prizes have been established at the College for the recognition of merit in a particular field. Each carries a small stipend or gift and usually bears the name of the donor or the person honored, and is awarded for excellence by the departments.

**Leave of Absence**

Recognizing that it is to the educational advantage of many students to break the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester and as long as two years, and for a variety of reasons which may include: study at another institution, work, travel, or to meet other personal needs. Application for leave of absence may be made to the class dean at any time after a student has completed at least one year at Wellesley.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program. Students must also submit a statement signed by the dean or registrar of the other institution recognizing their status as nonmatriculated students who will return to Wellesley to complete their work for the degree.

**Withdrawal**

Students who plan to withdraw must inform the class dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is considered to be the date upon which the student and the class dean agree and on which the withdrawal card is signed by the class dean. Students who have officially withdrawn from the College or have taken an official leave of absence for the current semester cannot remain in residence on campus. The withdrawal date is important in order to compute costs and possible refunds. For regulations concerning refunds see p. 28.

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, or for whom Wellesley may not have been the best choice. In such cases of involuntary withdrawal, which are rare, the official date of withdrawal is determined by the College.

**Readmission**

A student who has withdrawn from College and wishes to return should apply to the Office of the Dean of Studies for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available dormitory space. A nonrefundable fee of \$15 must accompany the reapplication form.

**Career Preparation**

A liberal arts education does not prepare a student for a specific career. It is intended to provide that broad background upon which a student depends in indescribable ways throughout a lifetime. The Wellesley program provides a student with the chance to explore various fields of knowledge and to secure in-depth preparation in a specific major field. The student then can either begin a career or pursue further study in graduate school for more specialized professional work.

During the undergraduate years a student may meet the requirements for the degree of Bachelor of Arts and at the same time prepare to enter professional schools, for example, architecture, law, medicine, public health, social service, education. A sound education in the liberal arts is considered the best preparation for admission to most professional schools, but a student who is interested in any one of the professions should consult the class dean to plan a particular emphasis in the undergraduate program.

Information about many professions is maintained in the resources room in the Career Services Office. Students will find information about qualifying examinations, and catalogues containing the prerequisites for admission to a great number of professional schools.

**Teaching in  
Secondary School**

Some teaching positions in public as well as in private schools are open to college graduates without further study. Students who complete the course in supervised teaching and three other units of study in education and two in psychology are able to fulfill the minimum requirements for a teaching license in many states.

Qualification for supervised teaching necessitates that all requirements for distribution and the major (with the possible exception of one unit of independent study) be completed in three and one-half years. With or without credit for Advanced Placement and summer study, careful planning permits easy scheduling to this effect.

A student who intends to teach should consult the chairman of the department of education about requirements for certification and ways of preparing to meet them as soon as possible.

**College Teaching  
and Research**

A student who wishes to enter college teaching and research will find that the undergraduate work of the College provides preparation for graduate study leading to advanced degrees in the arts and sciences. The chairman of the major department or of the department in which a student hopes to pursue graduate study should be consulted as soon as possible to learn which courses in the field of special interest and which foreign languages will be most useful. It should be noted that for graduate study in many fields a reading knowledge of two specified for-

eign languages is required. The student will find the class dean, the faculty advisor, the chairmen of departments, and the staff of the Career Services Office helpful in locating information about graduate schools.

#### Civil Service

A student wishing to qualify for examinations offered by the United States Civil Service Commission or various state and local civil service agencies should consult the Career Services Office about current requirements.

#### The Health Professions

In general, the minimum requirements for admission to recognized medical schools, dental schools, and other graduate schools in the health professions can be met by 4 units in chemistry, 2 units in physics, 2 units in biology, and 2 units in English. Some medical schools require 2 units in mathematics, and some also advise study in the behavioral sciences. Because there is some variation in minimum requirements, students should consult the most recent editions of *Medical School Admissions Requirements* and *Admission Requirements of American Dental Schools*. Current editions are available in the Career Services Office.

Most students planning to study medicine or dentistry elect premedical sciences in the freshman year. Although many students then choose to major in one of these sciences, all medical and dental schools recognize the importance of a liberal arts education as preparation for a medical career and accept qualified applicants regardless of their major. Provided they fulfill the minimum requirements for admission, premedical and predental students are free to major in the field which interests them the most. For other areas in the health professions, a major in one of the sciences or social sciences may be advisable.

Material, prepared for students interested in the health sciences, is available from the Career Services Office upon request and should be helpful to those seeking more specific advice. In addition, the chairman and members of the Premedical Advisory Committee will be glad to discuss curricular problems with the students who are considering one of the health professions. Premedical and predental students should contact the premedical advisor early in their college years.

**Requirements for  
Degree of  
Master of Arts**

The Master of Arts degree is offered in art and biological sciences. The College does not maintain a program of courses for graduate students separate from those offered for undergraduates. Properly qualified graduate students are admitted to Grade III courses, to seminars, and to course 350, Research or Individual Study.

A candidate for the degree of Master of Arts is required to complete eight units of graduate work, which ordinarily includes a thesis embodying the results of original research. The program is arranged by the student's major department and is subject to the approval of the Committee on Graduate Instruction. A reading knowledge of French or German, to be tested by examination at entrance, is required. Individual departments may require a second language. A comprehensive examination testing the work of all the courses counting toward the degree is required of all candidates. At least one year in residence is required of all candidates.

Information regarding admission may be obtained from the chairmen of the departments of art and biological sciences.

**Continuing  
Education**

Through its Office of Continuing Education, Wellesley College provides a non-residential program in which students beyond the usual college age may enroll, either part-time or full-time, in regular course work at the College. Some continuing education students resume study toward the Bachelor of Arts degree after an interruption in their college work; others who have undergraduate degrees may need further training or reeducation in preparation for a career or graduate study; others may simply wish to explore a new field.

Although men are not admitted as candidates for the B.A. degree at Wellesley, they may take courses under this program.

Courses of  
Instruction





A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various pre-college courses.

## Legend

Courses numbered:

**100-199**

Grade I courses

**200-299**

Grade II courses

**300-380**

Grade III courses

**(1)**

Offered in first semester

**(2)**

Offered in second semester

**(1) (2)**

Offered in both semesters

**(1-2)**

Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

**1 or 2**

Units of credit

**a**

Absent on leave

**3**

Part-time instructor

**a<sup>1</sup>**

Absent on leave during the first semester

**[ ]**

Numbers in brackets designate courses listed only in earlier catalogues.

**a<sup>2</sup>**

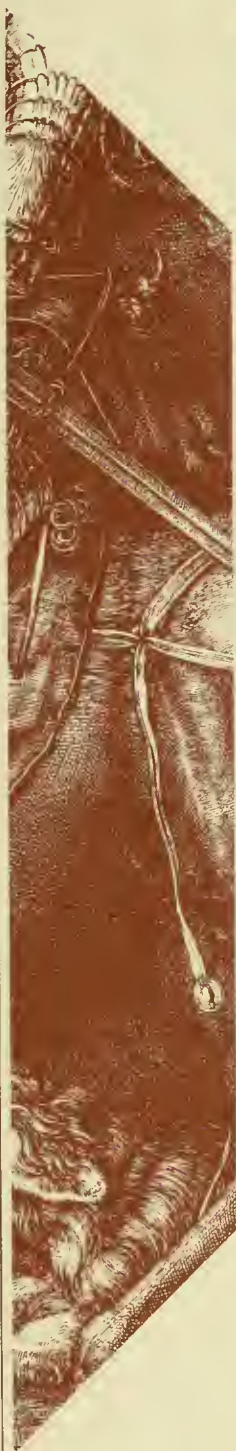
Absent on leave during the second semester

**\***

Offered in alternate years. Note: Unless specifically stated such courses will be offered in 1973-74.







Professor:  
Shell

Associate Professor:  
Frisch, Moffett, Wallace,  
Anderson (Chairman), Rayen, Fergusson

Assistant Professor:  
Janis<sup>a</sup>, Clapp, Marvin, Lyndon

Instructor:  
Friedman<sup>3</sup>, Solomon<sup>3</sup>, Seiberling

Lecturer:  
Gaither<sup>3</sup>, Cohn<sup>3</sup>, Gabhart

Resident Artist:  
Larrabee<sup>a</sup>, Sokoloff, Yarde

The Department of Art offers courses in the history of art and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. For students majoring in history of art, however, no particularly artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art or in studio art. The M.A. degree is offered in history of art. See Directions for Election.

## History of Art

69

**100 (1-2)  
Introductory  
Course  
2**

A foundation for further study in the history of art. The major styles in western architecture, sculpture, and painting from ancient Greece through the 19th century are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. Open only to freshmen and sophomores.

The Staff

**200 (1)  
Classical Art  
1**

Topic for 1973-74: Greek painting, sculpture, and architecture from the Geometric Period to the death of Cleopatra. Greek sculpture will be emphasized and some attention will be paid to the impact of Greek forms on later western art. Topic for 1974-75: Art in the cities of the Roman Empire. The design of Roman cities and the buildings in them as well as the public and private monuments which illustrate the character of Roman taste. Open to sophomores, juniors, and seniors who have taken 100 or 215, or by permission of the instructor.

Miss Marvin

**201 (2)\*  
Near Eastern and  
Bronze Age Art  
1**

The art and archaeology of the eastern Mediterranean from 3000 B.C. to 1200 B.C. The interrelations of the cultures of Egypt, Mesopotamia, Minoan Crete, Mycenaean Greece, and their neighbors will be studied. Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Not offered in 1973-74.

Miss Marvin



**202 (1)**  
**Medieval Sculpture**  
**and Painting**  
**1**

A study of western European sculpture, manuscript painting, ivories, and metal work from the late Roman through the High Gothic period. Open to sophomores who have taken 100, and to juniors and seniors without prerequisite.

Mr. Fergusson

**203 (2)**  
**Medieval**  
**Architecture**  
**1**

The architecture of western Europe from the Fall of Rome to the beginning of the Renaissance with particular concentration on the great Romanesque and Gothic monuments. Occasional conferences. Open to freshmen and sophomores who have taken or are taking 100, and to juniors and seniors without prerequisite.

Mr. Fergusson

**215 (1)**  
**European Art to the**  
**Renaissance**  
**1**

The major movements in architecture, sculpture, and painting from classical antiquity to c. 1400. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors. Open only to juniors and seniors who have not taken 100.

The Staff

**216 (2)**  
**European Art from**  
**the Renaissance**  
**through the**  
**Nineteenth Century**  
**1**

Western art from the Renaissance through the 19th century with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100. Prerequisite: same as for 215.

The Staff

**219 (1)**  
**Painting and**  
**Sculpture of the**  
**Nineteenth Century**  
**1**

A study of painting and sculpture of the 19th century in the United States and Europe with emphasis on France. Open to sophomores who have taken 100, by permission to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Miss Seiberling

<b>220 (1) Painting and Sculpture of the Seventeenth and Eighteenth Centuries in Southern Europe 1</b>	<p>A study of Italian and Spanish painting and sculpture with special emphasis on Caravaggio and Bernini, and on El Greco and Velásquez. Prerequisite: same as for 202.</p> <p>Mr. Wallace</p>	Art
<b>221 (2) Painting and Sculpture of the Seventeenth and Eighteenth Centuries in Northern Europe 1</b>	<p>Flemish, Dutch, French, and German painting and sculpture of the 17th century with emphasis on Rembrandt and Rubens. French and English painting and sculpture of the 18th century. Prerequisite: same as for 202.</p> <p>Mr. Wallace</p>	71
<b>224 (1-2) Modern Art 1 or 2</b>	<p>The major developments in painting, sculpture, and architecture from early in this century to the present. Conference sections in second semester. One unit of credit may be given for either semester. Background reading is required if elected in second semester only. Prerequisite: 100 or 216 or 219 or permission of the instructor.</p> <p>Mr. Moffett</p>	
<b>225 (2) American Art 1</b>	<p>A survey of American art from colonial times to the present. Emphasis on developments in painting, sculpture, and architecture before 1900. Some attention given to the relation between the art and the social history and literature of the time. Prerequisite: same as for 202.</p> <p>Mrs. Friedman</p>	
<b>226 (1) History of Afro-American Art 1</b>	<p>A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America. Open to all students.</p> <p>Mr. Gaither</p>	

**248 (2)**  
**Chinese Art**  
**1**

Survey of the major artistic traditions of China through monuments of the Bronze Age, Buddhist sculpture and painting from the Han to the Ch'ing Dynasty. Open to sophomores, juniors, and seniors who have taken one unit in the history of art; or History [225] or [226] or [227] or 271 or 275 or 276 or [338] or [339] or 346; or Religion 253; or by permission of the instructor.

Mrs. Clapp

**249 (1)**  
**Far Eastern Art**  
**1**

Topic for 1973-74: Indian art. A survey of the architecture and sculpture of Buddhism and the Hindu dynasties in India, South-east Asia, Tibet, and Nepal. Topic for 1974-75: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print.

Prerequisite: same as for 248.

Mrs. Clapp

**302 (1)**  
**Italian Painting:**  
**The Fourteenth and**  
**Fifteenth Centuries**  
**1**

A study of selected artists whose work significantly illustrates the character of the late medieval and the early Renaissance styles. Emphasis in 1973-74 will be on 14th century artists. Open to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Mr. Shell

**303 (2)**  
**Italian Painting:**  
**The Sixteenth**  
**Century**  
**1**

Studies of the major masters of the High Renaissance followed by the examination of some selected Mannerist painters and of those developments within 16th century painting which lead in the direction of the Baroque. Considerable attention to Venetian masters.

Prerequisite: same as for 302.

Mr. Shell

**304 (1)**  
**Late Medieval and**  
**Renaissance**  
**Sculpture**  
**1**

A study of major sculptors from the 14th century to the end of the 16th century with emphasis on Italy and the work of Giovanni Pisano, Donatello, Ghiberti, and Michelangelo.

Prerequisite: same as for 302.

Mrs. Anderson

**306 (1) (2)**  
**The Graphic Arts**  
**1 or 2**

First semester: The graphic arts from the Renaissance to the present. Emphasis on the styles of Dürer, Rembrandt, Goya, and Picasso. Special attention to the influence of technique upon style. Laboratory instruction in the processes of woodcut, engraving, etching, lithography. Visits to collections. Open only to seniors.

Mrs. Cohn

Second semester: A survey of photography in France, England, and the United States in the 19th and 20th centuries. Topics will include styles of individual photographers and movements, the problem of style in photography, and the reciprocal relationship between photography and the graphic arts. Open only to juniors and seniors who have taken 219 or 306 (1).

Miss Seiberling

**308 (2)**  
**Renaissance and**  
**Baroque**  
**Architecture**  
**1**

The early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.  
 Prerequisite: same as for 302.

Mrs. Friedman

**311 (2)**  
**Painting of**  
**Northern Europe**  
**1**

The period from the late 14th century to the mid-16th century in France, Germany, and the Low Countries.  
 Prerequisite: same as for 302.

Mrs. Anderson

**312 (2)**  
**Problems in**  
**Nineteenth and**  
**Early Twentieth**  
**Century Art**  
**1**

A study of special problems of interpretation in 19th and early 20th century art. Romantic imagery, interpretations of Manet, photography and painting, historicism, origins of abstraction. Emphasis on extensive reading and class discussion.  
 Prerequisite: 219 or permission of the instructor.

Miss Seiberling



Art	<b>330 (2)* Seminar. Italian Painting 1</b>	<p>Intensive study of one or more of the fundamental problems in the history of Italian painting. Open by permission to juniors and seniors who have taken 302 or 303.</p> <p>Not offered in 1973-74.</p> <p>Mr. Shell</p>
74	<b>331 (2) Seminar 1</b>	<p>Topic for 1973-74: Intensive study of problems in Venetian later 16th century painting. Prerequisite: same as for 330.</p> <p>Mr. Shell</p>
	<b>332 (2)* Seminar. Medieval Art 1</b>	<p>Intensive study of either one problem or a series of related problems in medieval painting or sculpture. Open by permission of the instructor to juniors and seniors who have taken 202 or 203.</p> <p>Not offered in 1973-74.</p> <p>Mr. Fergusson</p>
	<b>333 (1) Seminar. Baroque Art 1</b>	<p>Problems of style, connoisseurship, and iconology in 17th century art concentrating on major Italian or northern Baroque masters. Open by permission to juniors and seniors who have taken 220 or 221.</p> <p>Mr. Wallace</p>
	<b>334 (2) Seminar. Problems in Archaeological Method and Theory 1</b>	<p>An examination of the theoretical premises underlying the study of ancient art and archaeology. The problems dealt with will include the models from which ancient societies are reconstructed, methods of excavation and analysis of materials, the design of research projects, and the special problems of the historian of ancient art. Required of archaeology majors. Meets jointly with MIT 21.682. Prerequisite: at least one Grade II unit of ancient art, ancient history, or archaeology.</p> <p>Miss Marvin, Mr. Steinberg (MIT)</p>

**335 (1)**  
**Seminar.**  
**Selected Problems**  
**in the History of**  
**Art**  
**1**

Intensive study of either one problem or a series of related problems in 20th century painting. Open by permission of the instructor.

Mr. Moffett

**336 (2)**  
**Seminar.**  
**Museum Problems**  
**1**

An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. Students will be involved in the planning and mounting of an exhibition and will visit museums and private collections in the area. Open by permission of the instructor to juniors, seniors, and graduate students who have taken one Grade II unit in the department.

Ms. Gabhart

75

**337 (2)\***  
**Seminar.**  
**Chinese Art**  
**1**

Topic for 1973-74: Chinese painting of the northern and southern Sung Dynasties. Specialized problems in landscape and figural subjects in or related to the Imperial Academy. Open by permission of the instructor to juniors and seniors who have taken 248.

Mrs. Clapp

**345 (1) (2)**  
**Seminar.**  
**Historical**  
**Approaches to Art**  
**for the Major**  
**1**

Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors; required of all candidates for the M.A. degree. Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Mr. Moffett, Mrs. Clapp

Art	<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	Open by permission to juniors and seniors who have taken or are taking one Grade III unit.
76	<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	Required of all honors candidates in the department.

	<b>Studio Courses</b>	Art
	In order to receive credit for studio courses, except 108, at least two units in the history of art must also be elected. The department recommends that the units in the history of art precede or be elected concurrently with the studio courses.	77
<b>105 (1) (2) Introductory Drawing 1</b>	<p>Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Four periods of class instruction and four of studio practice. Open to sophomores, juniors, and seniors, and by permission to freshmen who have studied art before entering college.</p> <p>Mrs. Frisch, Mr. Rayen, Mr. Sokoloff</p>	
<b>108 (1) (2) Introductory Photography 1</b>	Introductory studies in photography stressing problems in composition, value, and texture; critical analysis of photographic images; study of photographic techniques involving camera, lighting, film, chemicals, and paper. Four periods of class instruction. Limited enrollment. Open by permission of the instructor.	
<b>204 (1) (2) General Techniques Course 1</b>	<p>A survey of significant technical material related to the history of western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill. Open to other students who are taking Grade II or Grade III art history courses. Required of all art majors.</p> <p>Mr. Rayen, Mr. Sokoloff, Mr. Yarde</p>	

Art	<b>205 (1) (2)</b> <b>Introductory</b> <b>Painting</b> <b>1</b>	<p>A study of basic forms in plastic relationships in a variety of media. Four periods of class instruction.  Prerequisite: same as for 105.</p> <p>Mr. Rayen, Mr. Sokoloff</p>
78	<b>207 (2)*</b> <b>Introductory</b> <b>Sculpture</b> <b>1</b>	<p>Basic modeling with emphasis on intensive observation of natural forms to develop the ability to translate volume and space into sculptural terms. Some work in terra cotta, direct plaster, and casting. Four periods of class instruction.  Prerequisite: same as for 105.</p> <p>Mrs. Lyndon</p>
	<b>209 (2)</b> <b>Design I</b> <b>1</b>	<p>Basic problems in two and three dimensions stressing texture and composition. Four periods of class instruction.  Prerequisite: 105 or 205 or permission of the instructor.</p> <p>Mr. Yarde</p>
	<b>210 (1)</b> <b>Design II: Color</b> <b>1</b>	<p>Basic problems in the interaction of color. Four periods of class instruction.  Prerequisite: same as for 209.</p> <p>Mr. Rayen</p>
	<b>212 (2)*</b> <b>Printmaking</b> <b>1</b>	<p>A study of raised image and intaglio printmaking including woodcut, etching, aquatint, and engraving. Four periods of class instruction.  Prerequisite: 105.</p> <p>Not offered in 1973-74.</p>

**313 (1)  
Painting:  
Watercolor  
1**

Technical problems dealing with the transparent nature of watercolor. Emphasis on landscape and still life composition. Four periods of class instruction. Open to sophomores, juniors, and seniors who have taken 100 or 105 or a Grade II course in studio art or by permission of the instructor.

Mrs. Frisch

**314 (1) (2)  
Advanced Drawing  
1**

Problems dealing with the progress from line to form to chiaroscuro. Analysis of anatomy, perspective, and composition with emphasis on direct visual observation of the model. Four periods of class instruction.

Prerequisite: 105

Mr. Sokoloff, Mr. Yarde

**315 (1)  
Advanced Painting  
1**

Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media. Four periods of class instruction.

Prerequisite: 105 and 205.

Mr. Yarde

**Directions for  
Election**

**History of Art**

An art major concentrating in history of art must elect 100 (unless an exemption examination is passed), 204, and at least five further units in the history of art, chosen to make adequate distribution in the different arts and different periods.

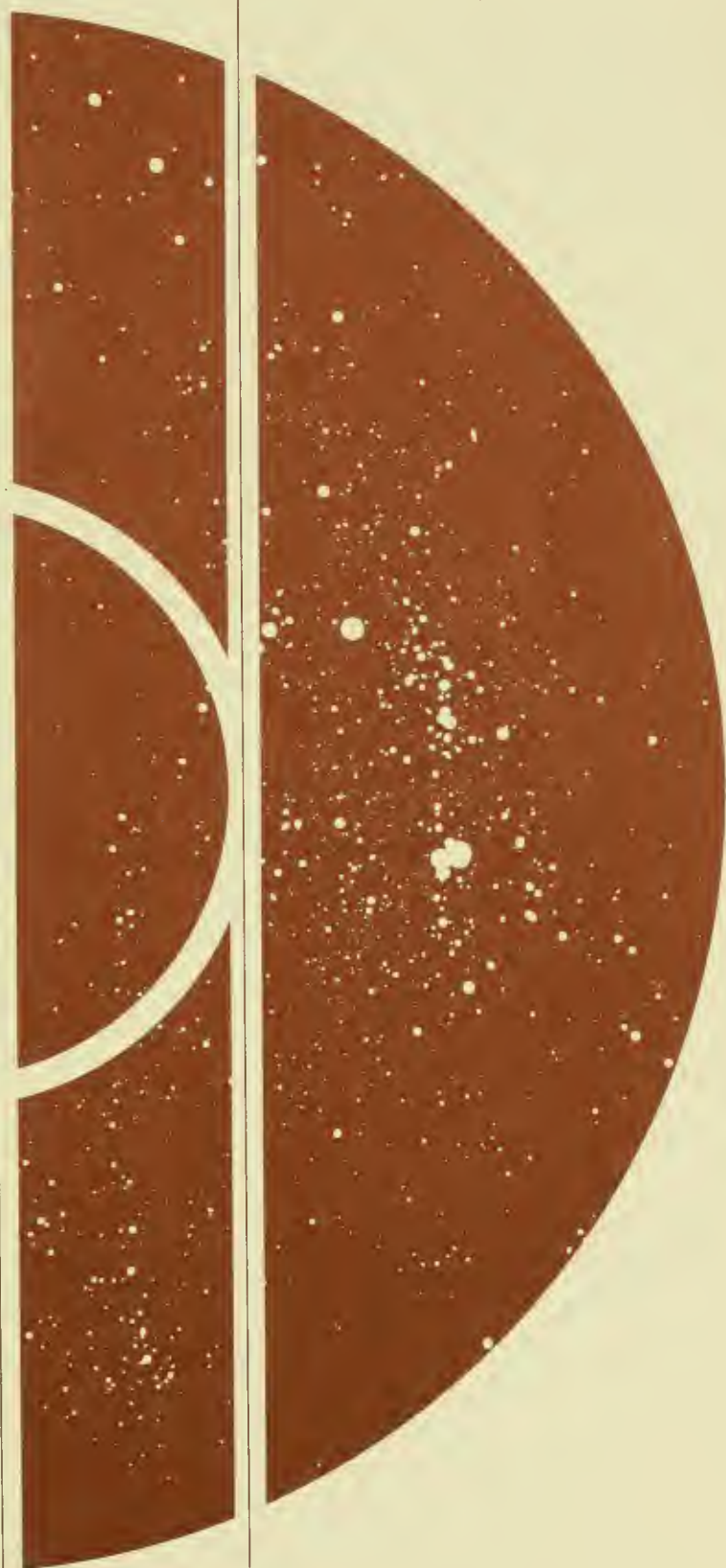
Students majoring in history of art should plan to take 204 in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

The department does not encourage overspecialization in any one area but, by careful choice of related courses, a student majoring in history of art may plan a field of concentration emphasizing one period such as ancient, medieval, Renaissance, Baroque, 19th or 20th century art. Normally four units should be elected outside of the special area of concentration. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

<div>Art</div>	<p>A reading knowledge of German and French, or Italian, is strongly recommended. A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. Details of this program are available from the chairman.</p> <p>The attention of students is called to the interdepartmental major in classical and Near Eastern archaeology.</p>
<div>80</div> <div>Studio Art</div>	<p>An art major concentrating in studio art must elect 100, 105, 204, and at least four additional Grade II or Grade III units in studio art.</p>
<div>M.A. in History of Art</div>	<p>Eight units of advanced level work are required, of which at least six units must be Grade III. The eight units must include 345, and at least one unit of independent research. A comprehensive examination and reading knowledge of two foreign languages, German and either French, Italian, Latin or Greek, are required for the completion of the degree.</p>

# Astronomy





Professor:  
Hill

Associate Professor:  
Birney (Chairman), Adler

<b>103 (1) (2)</b> <b>Introduction to Astronomy</b> <b>1</b>	<p>Relationships of earth and sky; the solar system, stars, and galaxies. Two periods of lecture and discussion weekly with a third period every other week; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation and use of the telescopes. Open to all students.</p> <p>The Staff</p>	Astronomy
<b>104 (1) (2)</b> <b>Stellar and Galactic Astronomy</b> <b>1</b>	<p>The following topics from Astronomy 103 will be discussed in depth: the sun, ages and evolution of stars, stellar populations, variable and unusual stars, the universe of galaxies. Open to students who have taken 103 and who have four admission units in mathematics or have taken or are taking Mathematics 110 or the equivalent.</p> <p>Miss Hill, Mr. Adler</p>	83
<b>200 (2)</b> <b>Modern Physics</b> <b>1</b>	<p>For description and prerequisite see Physics 200.</p>	
<b>202 (1)</b> <b>Optical Physics</b> <b>1</b>	<p>For description and prerequisite see Physics 202.</p>	
<b>203 (2)</b> <b>Recent Developments in Astronomy</b> <b>1</b>	<p>Contemporary problems in optical, radio, and space astronomy. Astronomical observations from outside the earth's atmosphere. Radio galaxies and quasars. Prerequisite: 103.</p> <p>Mr. Birney</p>	

Astronomy	<b>206 (1)</b> <b>Basic Astronomical Techniques I</b> <b>1</b>	<p>Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Quantitative classification of stellar spectra.</p> <p>Prerequisite: 103 and Mathematics 111.</p> <p>Mr. Adler</p>
84	<b>207 (2)</b> <b>Basic Astronomical Techniques II</b> <b>1</b>	<p>Measurement of stellar radial velocities. Photoelectric and photographic photometry. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.</p> <p>Prerequisite: 206.</p> <p>Mr. Adler</p>
	<b>216 (1)</b> <b>Applications of Mathematics in the Physical Sciences I</b> <b>1</b>	<p>For description and prerequisite see Extradepartmental 216.</p>
	<b>217 (2)</b> <b>Applications of Mathematics in the Physical Sciences II</b> <b>1</b>	<p>For description and prerequisite see Extradepartmental 217.</p>
	<b>302 (2)</b> <b>Galactic Structure</b> <b>1</b>	<p>Distribution and kinematics of the stellar and nonstellar components of the Galaxy. Local structure, solar motion, velocity ellipsoids. Large scale structure, populations, rotation.</p> <p>Prerequisite: 104, and 216 or Mathematics 208.</p> <p>Miss Hill</p>

<b>304 (1)*</b> <b>Introduction to</b> <b>Astrophysics</b> <b>1</b>	<p>The physical nature of the sun and stars derived from analysis of their spectra. Prerequisite: same as for 302.</p> <p>Mr. Birney</p>	Astronomy
<b>349 (1)*</b> <b>Selected Topics</b> <b>1</b>	<p>Intensive study of a specific field. Prerequisite: same as for 302.</p> <p>Not offered in 1973-74.</p>	85
<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	<p>Open to juniors and seniors by permission.</p>	
<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	<p>Required of all honors candidates in the department.</p>	
<b>Directions for</b> <b>Election</b>	<p>The following courses form the minimum major: 103, 104, 207, 217, 302; Physics 200, 202; and one additional Grade III unit in physics or astronomy. Extradepartmental 110 is strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the departments of physics, mathematics, and astronomy.</p> <p>A substantial background in physics is required for graduate study in astronomy.</p>	

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and, if possible, other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 47 for a description of Whittin Observatory and its equipment.



Professor:  
Creighton, Fiske

Associate Professor:  
Widmayer (Chairman), Harrison

Assistant Professor:  
Bibb, Allen, Rubenstein<sup>a</sup>, Gray, Coyne,  
Dobbins, Lerud, van der Laan

Laboratory Instructor:  
Dermody, Muise

Laboratory of Electron Microscopy

Professor:  
Padykula, Gauthier

Unless otherwise noted all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

**100 (1)**  
**Multicellular Plants**  
**and Animals**  
**1**

Major biological concepts emphasizing relationships between structure and function through examination of selected plant and animal systems. Open to all students except those who have taken [103] or [105].

The Staff

**101 (2)**  
**Cell Biology and**  
**Microbial Life**  
**1**

Plant, animal and microbial cell structure, chemistry and function. Growth and reproduction of cells, energy relationships and genetics. Activities of microorganisms in their natural habitats. Open to all students except those who have taken [104] or [106] or [107].

The Staff

**109 (1)**  
**Human Biology**  
**1**

Study of anatomy and physiology of man. Some work on human genetics, population control, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Will not count toward the minimum major in biological sciences. Open to all students except those who have taken 100 or [105].

The Staff

**200 (2)**  
**Cellular Physiology**  
**1**

Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, control mechanisms. Students intending to major should elect this course as soon as possible. In 1973-74, open to students who offer one unit of college chemistry and any two of the following: [103], [104], [105], [106] and [107]; or who offer 100 and either [104] or [106] or [107]. Prerequisite for 1974-75: 100 and 101 and one unit of college chemistry.

Mrs. Allen, Mrs. Coyne, Ms. Lerud



Biological Sciences	<b>201 (1)</b> <b>Introductory Ecology</b> <b>1</b>	<p>An introduction to population and community ecology. Interspecific and intraspecific relationships among organisms. Succession of plants and social behavior of animals. Emphasis on evolutionary aspects of ecology.</p> <p>In 1973-74, open to students who have taken one unit of biology or by permission of the instructor.</p> <p>In 1974-75, open to students who have taken 100 or by permission of the instructor.</p> <p>Mr. van der Laan</p>
90	<b>202 (1)</b> <b>Comparative Anatomy</b> <b>1</b>	<p>Comparative anatomy of the chordates with emphasis on evolutionary trends within the vertebrate group. Dissection of representative forms including the dogfish and the cat.</p> <p>In 1973-74, open to students who have taken [105] and to juniors and seniors without prerequisite.</p> <p>In 1974-75, open to students who have taken 100 or [105] and to juniors and seniors without prerequisite.</p> <p>Miss Gray</p>
	<b>203 (1)</b> <b>Vascular Plants</b> <b>1</b>	<p>Developmental morphology and anatomy of psilopsids, lycopods, ferns and seed plants. Observation and experimentation in the laboratory, field, and greenhouses. Laboratory includes basic microtechnique, light microscopy, and photomicrography. Prerequisite: 100 or [103] or permission of the instructor.</p> <p>Mr. Dobbins</p>
	<b>205 (1)</b> <b>Genetics</b> <b>1</b>	<p>Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies. Students intending to major should elect this course before entering Grade III work. Prerequisite for 1973-74: [103] or [104] or [106] or [107] or permission of the instructor.</p> <p>In 1974-75, open to students who have taken 101 or by permission of the instructor.</p> <p>Miss Creighton, Miss Widmayer, Mrs. Dermody</p>

<b>206 (1)</b> <b>Histology-</b> <b>Cytology I:</b> <b>Cell and Tissue</b> <b>Structure</b> <b>1</b>	<p>The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.</p> <p>Prerequisite for 1973-74: [106] or [107] or the equivalent.</p> <p>Prerequisite for 1974-75: 101 or [106] or [107].</p> <p>Ms. Padykula, Ms. Gauthier</p>	Biological Sciences
<b>207 (2)</b> <b>Nonvascular Plants</b> <b>1</b>	<p>Identification of representative algae, fungi, lichens, liverworts, and mosses with emphasis on their use as experimental organisms. Observation and experimentation in the laboratory, field, and greenhouses.</p> <p>Prerequisite: same as for 203.</p> <p>Mr. Bibb</p>	91
<b>208 (2)</b> <b>Basic Horticulture</b> <b>1</b>	<p>Fundamentals of cultivation and propagation of plants, the effects of the environment on their growth, and the methods of control of pests and diseases. Open to juniors and seniors without prerequisite, and to others who have taken 100 or [103] or the equivalent.</p> <p>Miss Creighton, Mr. Dobbins</p>	
<b>209 (1)</b> <b>Bacteriology</b> <b>1</b>	<p>Environmental and biological relationships of bacteria, including disease and immunity. Study of groups of bacteria in relation to their ecological niches.</p> <p>Prerequisite for 1973-74: one unit of biology and one unit of chemistry or two units of chemistry or permission of the instructor.</p> <p>Prerequisite for 1974-75: 101 and one unit of college chemistry or permission of the instructor.</p> <p>Ms. Lerud</p>	
<b>210 (2)</b> <b>Invertebrate</b> <b>Zoology</b> <b>1</b>	<p>Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment.</p> <p>Prerequisite: 100 or [105].</p> <p>Mr. van der Laan</p>	

**302 (2)**  
**Animal Physiology**  
**1**

Study of function of organ systems in animals. Emphasis on the vertebrates. Prerequisite for 1973-74: 100 or [105] and Chemistry 107, or permission of the instructor. Prerequisite for 1974-75: 200 and Chemistry 107, or permission of the instructor.

Ms. Harrison, Mrs. Coyne

**303 (1)**  
**Plant Physiology**  
**1**

Physiology of plant growth considering hormones, reproduction, mineral nutrition, water relations, photosynthesis, and other selected topics. Experimentation in the laboratory, greenhouses, and controlled environment chambers. Prerequisite for 1973-74: [103] and Chemistry 107, or permission of the instructor. Prerequisite for 1974-75: 200 and Chemistry 107, or permission of the instructor.

Mr. Bibb

**304 (2)**  
**Histology-**  
**Cytology II:**  
**Structure of Organ**  
**Systems**  
**1**

Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to characteristic physiological processes. Prerequisite: 206 and permission of the instructor.

Ms. Padykula, Ms. Gauthier

**305 (2)**  
**Seminar.**  
**Genetics**  
**1**

Cytological and biochemical aspects of gene structure and function, mutational and recombinational processes, problems of cellular differentiation. Prerequisite for 1973-74: 205, and either [301] or Chemistry 201 or the equivalent, or permission of the instructor. Prerequisite for 1974-75: 205, and either 200 or Chemistry 201, or permission of the instructor.

Miss Widmayer

**306 (2)**  
**Embryology**  
**1**

Ontogenetic development in chordates and related forms: fertilization, cleavage, differentiation, organogenesis, metamorphosis, and growth phenomena. Maintenance of pregnancy in mammals. Laboratory emphasis on topographic anatomy and experimental procedure. In 1973-74, open by permission of the instructor. Prerequisite for 1974-75: 200 and permission of the instructor. 202 is strongly recommended.

Miss Gray

<b>307 (2)*</b> <b>Advanced Ecology</b> <b>1</b>	<p>In-depth study of population dynamics, speciation, competition, and pollution. Extensive readings in primary source material. Laboratory and field studies. Prerequisite: 201 or permission of the instructor.</p> <p>Mr. van der Laan</p>	Biological Sciences
<b>308 (2)</b> <b>Plant</b> <b>Morphogenesis</b> <b>1</b>	<p>Experimental study of internal and external factors affecting the development of form. Emphasis is placed on cellular differentiation and organogenesis. Tissue culture and preparation of tissues for cytochemical and microscopic study. Prerequisite for 1973-74: 203 or 207 or permission of the instructor. Prerequisite for 1974-75: 200, 205, and either 203 or 207.</p> <p>Mr. Dobbins</p>	93
<b>312 (1)</b> <b>Seminar.</b> <b>Endocrinology</b> <b>1</b>	<p>Selected topics on the regulation and action of hormones, neurohormones, and pheromones in vertebrates. Emphasis on the study of current literature. Prerequisite for 1973-74: [105] and one unit of chemistry. 205 and 302 are strongly recommended. Prerequisite for 1974-75: 205, and 200 or Chemistry 201 or permission of the instructor. 302 is strongly recommended.</p> <p>Mrs. Fiske</p>	
<b>313 (1)</b> <b>Microbial</b> <b>Physiology and</b> <b>Cytology</b> <b>1</b>	<p>Microorganisms used as model systems for the study of cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function. Prerequisite for 1973-74: [104] or [106] or [107] or 209, and Chemistry 201 or permission of the instructor. Prerequisite for 1974-75: 205, and either 200 or Chemistry 201 or permission of the instructor. 209 is strongly recommended.</p> <p>Mrs. Allen</p>	
<b>314 (1)</b> <b>Seminar.</b> <b>Topics in</b> <b>Microbiology</b> <b>1</b>	<p>Topic for 1973-74: Immunology. The nature of antigens and antibodies, theories of antibody formation and antigen-antibody interaction, structural and histological aspects of immunologically important organs and tissues. Topic for 1974-75: Virology. Prerequisite: 200 or Chemistry 201. [104] and 209 are strongly recommended.</p> <p>Ms. Lerud</p>	

**315 (2)\*  
Terrestrial  
Vertebrate Zoology  
1**

The forms, function, and evolution of amphibians, reptiles, birds, and mammals as related to their distribution, behavior, and ecology. Laboratory includes field identification and individual projects. Prerequisite: [105], and either 201 or 202, or permission of the instructor.

Not offered in 1973-74.

**319 (1)  
Advanced Cytology:  
Biological  
Ultrastructure  
1**

Introduction to the principles and major procedures of electron microscopy. Emphasis on interpretation of ultrastructural and cytochemical features of cellular components, particularly as related to functional activity. A knowledge of the basic principles of biochemistry strongly recommended. Prerequisite: 304 and Chemistry 201 and permission of the instructor.

Ms. Padykula, Ms. Gauthier

**324 (1)  
Biochemistry I  
1**

For description and prerequisite see Chemistry 324.

**325 (2)  
Biochemistry II  
1**

For description and prerequisite see Chemistry 325.

**330 (1)  
Seminar  
1**

Normally a different topic each year offered. Open to juniors and seniors by permission of the instructor, and to others who have taken two units of biology by permission of the instructor.

Not offered in 1973-74.

<b>331 (2)</b> <b>Seminar.</b> <b>Biological Bases of</b> <b>Animal Behavior</b> <b>1</b>	<p>Selected topics, such as aggression, courtship, communication, orientation. Emphasis on neurophysiological and endocrinological control, including readings on experimental work involving brain stimulation and ablation, manipulation of hormones and extirpation of sense organs. Examples to be drawn from invertebrates and vertebrates. Discussion and reports on the literature.</p> <p>Prerequisite: same as for 330.</p> <p>Ms. Harrison</p>	Biological Sciences
<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	<p>Open to juniors and seniors by permission.</p>	95
<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	<p>Required of all honors candidates in the department.</p>	
<b>Directions for</b> <b>Election</b>	<p>For the Class of 1974, a major in biological sciences must include two Grade I units or their equivalent, and either one unit of physics and Chemistry 106, or two units of chemistry. Biological Sciences 205 and Chemistry 210 are strongly recommended.</p> <p>For the Class of 1975, insofar as possible, and for all subsequent classes, a major in biological sciences must include two Grade I units or their equivalent, 200 and 205, deciding upon which should be taken before the major or before entering Grade III work, and two units of chemistry. Additional chemistry is strongly recommended or required for certain Grade III courses.</p> <p>Course 109 counts as a nonlaboratory science for the distribution requirement for the degree, but ordinarily does not count toward a minimum major in biological sciences. For the minimum major only two Grade I units are recommended. A minimum major must include at least four units with laboratory work, of which two units must be above the Grade I level. The two Grade III units for the minimum major must be taken at Wellesley College. Independent summer study will not count</p>	

toward a minimum major. Courses in biochemistry, 324 and 325, may be counted toward the major in biological sciences with the approval of the chairman.

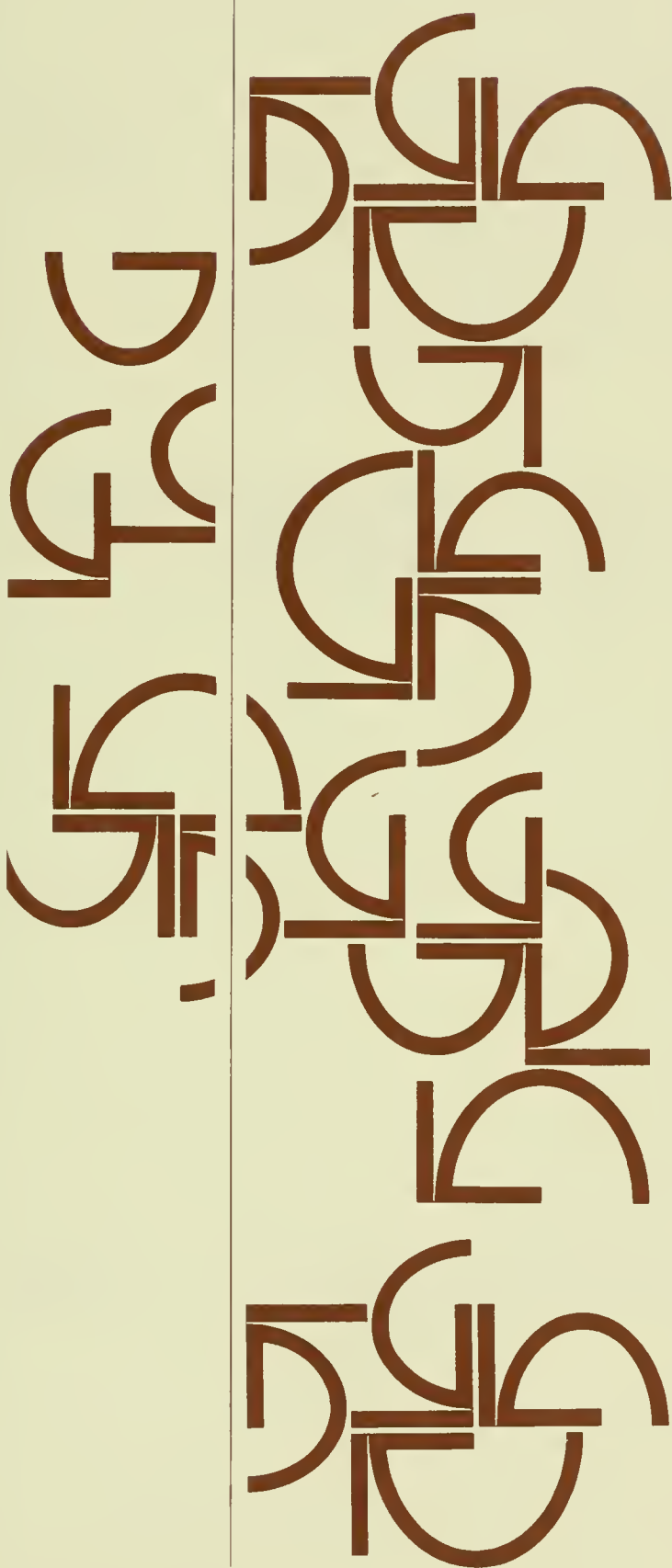
Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to p. 317 where the program is described. They should consult with the director of the molecular biology program. Courses in biochemistry do not count among the five biology courses required for the molecular biology major.

Students planning graduate work are advised to take calculus, the recommended chemistry and two units of physics, and to acquire a reading knowledge of one or more of the following languages: French, German, Russian. They should consult the catalogues of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 61.

Credit toward the M.A. degree will be given to graduate students for all Grade III courses.





Professor:  
Crawford, Webster, Rock

Associate Professor:  
Loehlin (Chairman), Friedman

Assistant Professor:  
Hicks, Kolodny, Gasparro, Levy, Dey

Laboratory Instructor:  
Darlington, Mann, Smith<sup>3</sup>

Unless otherwise noted, Grade I and II courses meet for two periods of lecture and one three and one-half hour laboratory appointment weekly. Grade III courses meet for two periods of lecture weekly.

**101 (1)**  
**Contemporary**  
**Problems in**  
**Chemistry I**  
**1**

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1973-74: A study of the properties of water. Laboratory: chemistry of water pollution. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.  
 Prerequisite: one admission unit in chemistry.

Miss Crawford

**102 (2)**  
**Contemporary**  
**Problems in**  
**Chemistry II**  
**1**

Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1973-74: A study of foods and nutrition. Emphasis on the chemical nature and function of foods, food additives, and metabolism. There may be an extra meeting each week for students who do not present one admission unit in chemistry. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department. Open to all students.

Ms. Hicks

**106 (1) (2)**  
**The Chemical Bond**  
**1**

Properties of matter, atomic structure, bonding and stereochemistry, stressing the relationship between structure and properties. There is an extra meeting each week for students who do not present one admission unit in chemistry. Open to all students.

The Staff

**107 (1) (2)**  
**Solutions and**  
**Equilibria**  
**1**

A study of physical and chemical properties of solutions with emphasis on equilibria. Prerequisite: 106.

The Staff

**201 (1) (2)**  
**Organic**  
**Chemistry I**  
**1**

A study of the synthesis and reactions of typical organic compounds. There may be an additional meeting each week for students who exempted 106 or 107. Prerequisite: 107.

Miss Crawford, Miss Webster, Mrs. Dey

**203 (1) (2)**  
**Chemical**  
**Thermodynamics**  
**and Kinetics**  
**1**

Experimental and theoretical aspects of the study of thermodynamics of chemical systems and the rates and rate processes of chemical reactions.

Prerequisite: 107 and one unit of college physics or the equivalent.

Prerequisite or corequisite: Mathematics 111 or the equivalent.

Mr. Loehlin, Mr. Gasparro

**210 (2)**  
**Organic Chemistry:**  
**Molecules of**  
**Biological**  
**Significance**  
**1**

A continuation of 201, stressing the structure and reactions of biologically significant molecules. Not to be counted toward the minimum major.

Prerequisite: 201.

Miss Crawford

**300 (1) (2)**  
**Foundations for**  
**Chemical Research**  
**1**

A coordinated program to introduce the student to research methods through the literature and the laboratory. The course will consist of two parts: a series of lecture-demonstrations and a laboratory program related to the work in those Grade III courses which the student has elected for the major. The student is expected to spend the equivalent of 11 hours a week for one semester. One unit of credit will be given on satisfactory completion of the program. Required for a major in chemistry or molecular biology.

Prerequisite: 201 and 203.

The Statt

**303 (1)**  
**Organic**  
**Chemistry II**  
**1**

Correlation of structure and reactivities in organic systems through a study of reaction mechanisms.

Prerequisite: same as for 300.

Miss Webster

<b>304 (2)</b> <b>Inorganic</b> <b>Chemistry</b> <b>1</b>	<p>Structure and reactivities in inorganic systems, stressing examples which show the relationship between chemical systems and the environment.  Prerequisite: same as for 300.</p> <p>Mr. Friedman</p>	Chemistry
<b>305 (1)</b> <b>Structural</b> <b>Chemistry</b> <b>1</b>	<p>The structure of matter: states of matter, elementary quantum theory, and spectra.  Prerequisite: 201, 203, and one unit of mathematics which has a prerequisite of Mathematics 111.  Prerequisite or corequisite: a second unit of college physics.</p> <p>Ms. Kolodny</p>	101
<b>317 (2)*</b> <b>Selected Topics in</b> <b>Physical Chemistry</b> <b>1</b>	<p>Normally a different topic each year.  Prerequisite: same as for 300.</p> <p>Not offered in 1973-74.</p>	
<b>318 (1)*</b> <b>Selected Topics in</b> <b>Inorganic</b> <b>Chemistry</b> <b>1</b>	<p>Normally a different topic each year.  Prerequisite: same as for 300.</p> <p>Not offered in 1973-74.</p>	
<b>319 (2)*</b> <b>Selected Topics in</b> <b>Organic Chemistry</b> <b>1</b>	<p>Normally a different topic each year.  Prerequisite: 303.</p> <p>Mrs. Dey</p>	

**320 (2)\*  
Selected Topics in  
Biochemistry  
1**

Topic for 1973-74: Applications of molecular spectroscopy to biochemistry.  
Prerequisite: 324.

Mr. Gasparro

**324 (1)  
Biochemistry I  
1**

A study of the chemical and physical-chemical nature of proteins, nucleic acids and enzymes, emphasizing structure-function relationships, and protein, and nucleic acid synthesis.  
Prerequisite: 201, and either 203 or Biology 205, or permission of the instructor. Biology 101 is recommended.

Mrs. Levy

**325 (2)  
Biochemistry II  
1**

A study of biochemical energetics, intermediary metabolism, and the mechanism of enzyme and coenzyme action, with emphasis on mechanisms of reaction and regulations.  
Prerequisite: 201 and 203 or permission of the instructor.

Ms. Hicks

**350 (1) (2)  
Research or  
Individual Study  
1 or 2**

Open by permission to students who have taken at least two Grade II units in chemistry.

**370 (1-2)  
Honors Program  
2 to 4**

Required of all honors candidates in the department.

<p><b>Directions for Election</b></p>	<p>The eight units required for the chemistry major must include 300 and three additional Grade III units exclusive of 350 and 370. In addition, two units of college physics and one unit of mathematics which has Mathematics 111 as a prerequisite are required for the major.</p> <p>Students interested in biochemistry or molecular biology are referred to p. 317 where the program is described. They should consult with the director of the molecular biology program.</p> <p>Students who plan to do graduate work should acquire a reading knowledge of German and of either French or Russian, and consider additional advanced courses in mathematics and physics.</p> <p>Premedical students are referred to the requirements given on p. 61. Note that either 203 or 210 is acceptable to most medical schools as the fourth chemistry unit.</p> <p>The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the department of chemistry.</p>	<p>Chemistry</p> <p>103</p>
<p><b>Placement and Exemption Examinations</b></p>	<p>Students who have had Advanced Placement courses, or two years of secondary school chemistry, or other unusually good preparation should consider the possibility of exempting 106 and /or 107 by examination. For exemption with credit students will be expected to submit laboratory notebooks or reports.</p>	

金剛經

西氏多事王通人老上少

石老更在自高身首莫快胸

中若石磊塊難為破柱降

狂瀾

乙卯年長夏

黃鍾人





Associate Professor:  
Lin (Chairman)

Lecturer:  
Wang-Keiser

Attention is called to the opportunity for residence in the Chinese Corridor, Stone Hall.

<b>100 (1-2)</b> <b>Elementary Chinese</b> <b>2</b>	<p>Introduction to spoken and written Mandarin Chinese. Pronunciation, sentence structure, conversation, reading, and character writing. Four periods. Open to all students.</p> <p>Mrs. Lin, Mrs. Wang-Keiser</p>	<p>Chinese</p>
<b>200 (1-2)</b> <b>Intermediate Chinese</b> <b>2</b>	<p>Reading with emphasis on vocabulary building; review of sentence structure, composition, and oral expression. Discussion of current events and cultural topics. Four periods. Prerequisite: 100 or permission of the instructor.</p> <p>Mrs. Wang-Keiser</p>	<p>107</p>
<b>241 (1)</b> <b>Chinese Literature in Translation I</b> <b>1</b>	<p>For description and prerequisite see Extradepartmental 241.</p>	
<b>242 (2)</b> <b>Chinese Literature in Translation II</b> <b>1</b>	<p>For description and prerequisite see Extradepartmental 242.</p>	
<b>252 (1)</b> <b>Readings in Modern Style Writings</b> <b>1</b>	<p>Reading and discussion in Chinese of selections from contemporary writings, including essays on various topics such as art, economics, history, philosophy, political theory, and sociology. Three periods. Not open to students who have taken [250]. Prerequisite: 200 or permission of the instructor.</p> <p>Mrs. Lin</p>	

Chinese	<p><b>253 (2)</b>  <b>Topics in Chinese Culture of Today</b>  <b>1</b></p>	<p>Reading and discussion in Chinese of various topics of selections from representative texts, current periodicals, and news editorials of Mainland China and Taiwan. Oral report, short papers, translations in Chinese. Three periods. Not open to students who have taken [251].  Prerequisite: 250 or permission of the instructor.</p> <p>Mrs. Wang-Keiser</p>
108	<p><b>300 (2)</b>  <b>Readings in Contemporary Chinese Literature</b>  <b>1</b></p>	<p>Reading and discussion in Chinese of selections from plays, poetry, short stories, novels, and essays. Three periods.  Prerequisite: same as for 253.</p> <p>Mrs. Lin</p>
	<p><b>310 (1)</b>  <b>Introduction to Literary Chinese</b>  <b>1</b></p>	<p>Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.  Prerequisite: 300 or permission of the instructor.</p> <p>Mrs. Lin</p>
	<p><b>311 (2)</b>  <b>Readings in Elementary Classical Chinese</b>  <b>1</b></p>	<p>Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.  Prerequisite: 310 or permission of the instructor.</p> <p>Mrs. Lin</p>
	<p><b>350 (1) (2)</b>  <b>Research or Individual Study</b>  <b>1 or 2</b></p>	<p>Open by permission to qualified students.</p>

**Directions for Election**

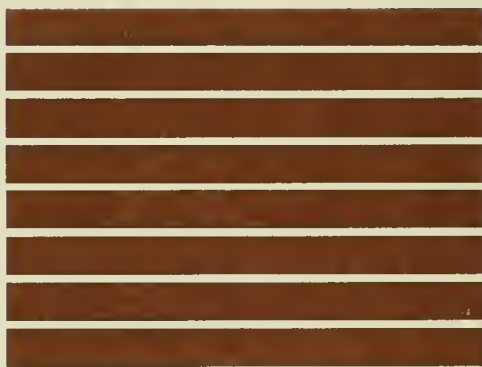
Although the College does not offer a major in Chinese language and literature, students who major in Asian studies or Chinese studies that relate to China should consult the chairman of the department and the advisor early in the college career.

For a student majoring in Asian studies who does not intend to do graduate work, at least one year of Chinese is encouraged, but not required. For a student majoring in Chinese studies, the minimum requirement is six units in Chinese language and literature. History 275, 276, 345, 346; Political Science 300; Art 248, 337; and Religion 108, 253 are strongly recommended as related courses.

Students who wish to do graduate work in Asian studies are advised to complete at least two years of Chinese language training.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

For the non-Mandarin speaking students who can read and write Chinese and wish to continue Chinese studies, arrangements can be made for tutorial classes or special help. Students should contact the department chairman.



# Economics



Professor:  
Clemence, Bell, Goldman (Chairman),  
Newell, Ilchman

Associate Professor:  
Morrison

Assistant Professor:  
Crandall

Instructor:  
Kornblith, Shields<sup>3</sup>

Lecturer:  
Calderwood<sup>3</sup>, Munnell<sup>3</sup>

**100 (1) (2)**  
**Survey of Modern**  
**Macro-Economics**  
**1**

Analysis of economic problems and policies with special reference to the United States today. Organization and operation of business enterprise; labor and management; prosperity and depression; money and banking; the national income and its distribution. Weekly tutorials in each semester for freshmen who elect Economics 100 in the first semester. The tutorial is continued into the second semester for freshmen who elect 101. (See Economics 355.) Open to all students.

The Staff

**101 (1) (2)**  
**Survey of Modern**  
**Micro-Economics**  
**1**

Competition and monopoly; demand and supply; analysis of firms and industries; balance of payments; foreign aid and foreign trade; economic growth; comparison of the American economy with others. Open to all students.

The Staff

**201 (1) (2)**  
**Micro-Economic**  
**Analysis**  
**1**

Micro-economic theory; analysis of the individual household, firm, and industry. Prerequisite: 100 and 101.

Mrs. Bell, Mr. Morrison

**202 (1) (2)**  
**Macro-Economic**  
**Analysis**  
**1**

Macro-economic theory; analysis of aggregate income, output, and employment. Prerequisite: same as for 201.

Mrs. Crandall, Ms. Kornblith

**203 (2)\***  
**Economic History**  
**1**

An economic analysis of European development in the 18th and 19th centuries. A selective application of classical and neo-classical growth models. The development of the market system and modern economic society. Prerequisite or corequisite: 100 and 101.

Not offered in 1973-74.



Economics	<b>204 (2)* American Economic History 1</b>	<p>The “new” economic history. A sectoral and factorial analysis of the development of the American economy from colonial times to the 20th century. The economics of slavery and the Civil War. The emergence of an industrial state.</p> <p>Prerequisite: same as for 203.</p> <p>Mr. Morrison</p>
114	<b>205 (1) The Corporation 1</b>	<p>The development of the modern corporation and its place in the economy. Corporation organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets.</p> <p>Prerequisite: same as for 203.</p> <p>Mr. Calderwood</p>
	<b>210 (2) Money and Banking 1</b>	<p>The structure and operation of the monetary system. Commercial banking and other financial institutions. The Federal Reserve System. Monetary theory and policy.</p> <p>Prerequisite: same as for 203.</p> <p>Mrs. Crandall</p>
	<b>211 (1) (2) Elementary Statistics 1</b>	<p>Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving by means of the time-sharing computer.</p> <p>Prerequisite: same as for 201.</p> <p>Mr. Morrison, Mrs. Shields</p>
	<b>245 (1) Seminar. Applied Economics 1</b>	<p>Application of basic analytical techniques to studies related to experience of the preceding summer. A wide variety of summer jobs, travel, and other activities may provide a suitable basis for such studies. Interested students should discuss their summer plans with the instructor in advance. Open by permission of the instructor to all students who have recently completed 100 and 101.</p> <p>Mr. Clemence</p>

<b>249 (2)</b> <b>Seminar.</b> <b>The Economics of</b> <b>Environmental</b> <b>Disruption</b> <b>1</b>	Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad. Prerequisite: same as for 201.  Mr. Goldman	Economics
<b>301 (1)</b> <b>Comparative</b> <b>Economic Systems</b> <b>1</b>	The economics of capitalism, socialism, fascism, and communism. Prerequisite: 201 or 202.  Mr. Goldman	115
<b>302 (2)*</b> <b>Economic</b> <b>Development</b> <b>1</b>	The problems and possibilities of the less developed countries. Prerequisite: same as for 301.  Mr. Goldman	
<b>305 (2)</b> <b>Industrial</b> <b>Organization</b> <b>1</b>	Analysis of the structure, conduct, and performance of particular industries in the economy. Prerequisite: 201.  Not offered in 1973-74.	
<b>307 (1)</b> <b>Consumption and</b> <b>Marketing</b> <b>1</b>	Analysis of the theory of consumer choice and of market models applied to patterns of income, spending, and saving. Prerequisite: 201, 202, and 211. Not to be offered in 1974-75.  Mrs. Bell	

Economics	<b>310 (2)</b> <b>Public Finance</b> <b>1</b>	Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy. Prerequisite: 201.  Mrs. Munnell
116	<b>312 (1)</b> <b>Economics of Accounting</b> <b>1</b>	How economists use accounting data in financial analysis and cost accounting in determining price policy and capital spending. Social accounting and the economy: aggregate data and their analysis. Prerequisite: 201. Not to be offered in 1974-75.  Mrs. Bell
	<b>314 (1)</b> <b>International Economics</b> <b>1</b>	Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments. Prerequisite: 201 and 202.  Ms. Kornblith
	<b>315 (1)</b> <b>History of Economic Thought</b> <b>1</b>	The development of economic thought from ancient to modern times. A brief survey of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day. Prerequisite: 201.  Not offered in 1973-74.
	<b>316 (2)</b> <b>Seminar. Recent Economic History</b> <b>1</b>	Economic history from the depression to the "new" economics. Stagnation, growth, and inflation: an analysis of the major economic events of the 1950's and the 1960's. Prerequisite: 202.  Not offered in 1973-74.

<b>317 (2) Seminar. Mathematical Economics 1</b>	<p>Applications of elementary calculus to selected topics in economic theory. Use of basic econometric techniques to estimate consumption, investment, and price relationships. Problems and use of computation facilities. Prerequisite: same as for 307.</p> <p>Ms. Kornblith</p>	Economics
<b>349 (2) Seminar. Security Analysis and Portfolio Management 1</b>	<p>A detailed look at the securities markets, using the mechanism of actually preparing financial analyses of several corporations. Focus will be on approximately 20 companies held in an actual portfolio. The seminar will include outside speakers from the financial community and field trips to corporations' annual meetings and corporation presentations to financial analysts. Prerequisite: 205.</p> <p>Mr. Calderwood</p>	117
<b>350 (1) (2) Research or Individual Study 1 or 2</b>	<p>Open by permission to juniors and seniors who have taken 201 and 202.</p>	
<b>355 (1-2) Tutorial and Seminar 2</b>	<p>A survey of economic theory and policy. Seminar reports on research and independent study; tutorials for 100 (1) and 101 (2) conducted by each student. Open upon department recommendation to senior majors.</p> <p>Mr. Clemence</p>	
<b>370 (1-2) Honors Program 2 to 4</b>	<p>Required of all honors candidates in the department.</p>	

**Directions for Election**

The complete survey course consists of both 100 and 101. Neither 100 nor 101 is a prerequisite for the other and either may be elected separately for one unit of credit.

A student who plans to take any course after 100 and 101 should consult either the instructor or the department chairman.

Courses 201, 202, and 211 are required for the major and should be taken at Wellesley. If a student proposes to take these courses at another institution, these plans must be approved in advance by the department chairman. Either Economics 203 or 204 is strongly recommended for all majors. At least half of the Grade III units in the major should be taken at Wellesley. Plans to elect more than half of the advanced level work at another institution must receive prior approval from the chairman.

Students planning careers in business or law should also give special consideration to 205, 210, 305, 307, 310, 312, and 314. Those who plan to study economics in graduate school should take 317.

All students are strongly urged to take mathematics as a related subject.



Professor:  
Ilchman

Associate Professor:  
Bradley (Chairman)

Assistant Professor:  
Sipple<sup>a</sup>, Sleeper

Associate in Education:  
Goodman, Rokicki

<b>101 (1) (2) Education in Historical Perspective 1</b>	<p>Origins of compulsory mass education. Influence of Plato, Comenius, Fichte, Kant, Jefferson, Franklin, Mann, Barnard, and others upon the structure of education. Contributions of mass education to cultural development. Open to all students except those who have taken [201].</p> <p>Mrs. Bradley, Mr. Sleeper</p>	Education
<b>200 (1) (2) Modern Philosophies of Education 1</b>	<p>Impact of such philosophies as idealism, realism, experimentalism, reconstructionism, and existentialism on education and its generation of socio-ethical values and responsibilities. Not open to students who have taken [100]. Prerequisite: 101 or [201].</p> <p>Mrs. Bradley, Mr. Sleeper</p>	121
<b>216 (1) Sociology of Education 1</b>	<p>The school as a social system, the politics and economics of schooling; organizational constraints on the schools; the influence of environment and groups on learning. Not open to students who have taken [206]. Prerequisite: Sociology 102.</p> <p>Not offered in 1973-74.</p>	
<b>300 (1) The Secondary School 1</b>	<p>Aims, organization, and administration of United States secondary schools, including "new" and "free" schools. Case study method employed to reveal today's problems and potentials in their historical perspective. Prerequisite: 101 or 200.</p> <p>Mr. Sleeper</p>	
<b>301 (2) Comparative Studies of Educational Systems 1</b>	<p>Study of the impact of old and new educational policies, plans, and ideals as seen in various sections of the United States and in selected foreign countries. Open by permission of the instructor.</p> <p>Mrs. Bradley</p>	



<div>Education</div> <div>122</div>	<b>302 (2) Methods of Teaching 1</b>	<p>Study of teaching objectives and classroom procedures in secondary schools. Review of learning theories. Class divided into groups for seven weeks of intensive work in the methods and materials of a specific subject matter; for example, English, foreign language, social science, science. Observation in school required five days a week. Open only to seniors. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.</p> <p>Prerequisite: 300 or permission of the instructor. Corequisite: 303.</p> <p>Mr. Sleeper</p>
	<b>303 (2) Curriculum and Supervised Teaching 1</b>	<p>Study of curriculum and sequence of courses offered in secondary schools. Methods and supervised teaching in student's major teaching field throughout the semester.</p> <p>Corequisite: 302.</p> <p>Mr. Sleeper</p>
	<b>350 (1) (2) Research or Individual Study 1 or 2</b>	<p>Open to juniors and seniors by permission.</p>

**Directions for Election**

The department offerings are intended to acquaint students systematically with the history of compulsory free education as developed in the United States and now practiced in many countries under different forms, the philosophies which underlie these efforts, the problems to be solved, and, as an adjunct, to aid students who wish to enter teaching immediately after graduation.

Students who intend to teach should (in their freshman year if possible) consult the department concerning the various city and state requirements for the certificate to teach and the appropriate undergraduate preparation for fifth year and paid intern programs which combine professional study with further study in teaching fields and lead to advanced (M.A.T., Ed.D., Ph.D.) degrees.

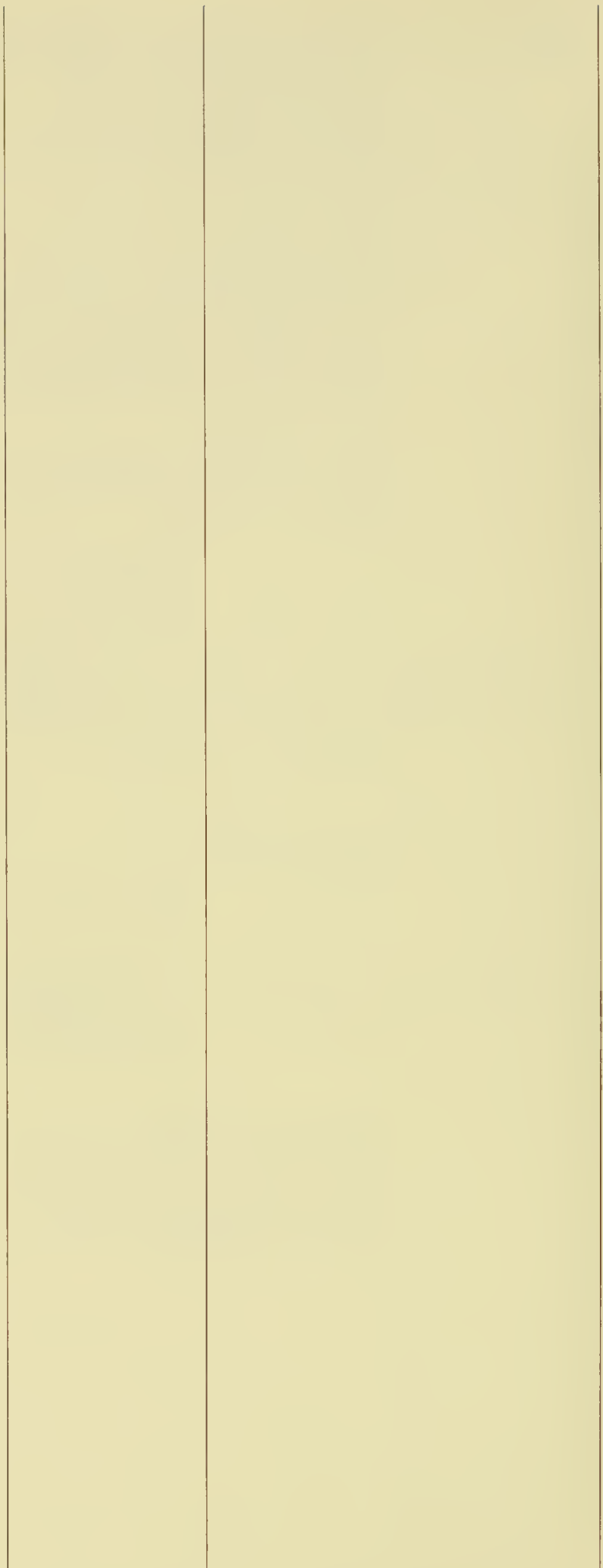
For those interested in secondary school teaching upon graduation, the following program is recommended:

Freshman year:	Education 101 and Psychology 101
Sophomore year:	Education 200, and Psychology 212 or 217 or 219
Junior year:	Education 300, and 216 or 301
Senior year:	Education 302 and 303

Preparation to teach in elementary schools should include:

Freshman year:	Education 101 and Psychology 101
Sophomore year:	Education 200 and Psychology 207
Junior year:	Education 216 or 301; Psychology 212 or 217

A summer program, preferably preceding the senior year, at another accredited institution should include Methods and Supervised Teaching for the Elementary School. With careful planning the same courses can be taken under the Twelve College Exchange Program.





Professor:  
Lever, Corsa<sup>a</sup>, Quinn, Layman, Ferry,  
Garis (Chairman), Spacks<sup>a2</sup>, Craig<sup>a</sup>

Associate Professor:  
Gold, Pinsky

Assistant Professor:  
Gertmenian, Linfield, Sabin<sup>d</sup>

Instructor:  
Bland, Cole, Faville, Saunders

Lecturer:  
Eyges, Stubbs, Hilferty<sup>3</sup>, Moss<sup>3</sup>, Bidart<sup>3</sup>,  
Spillers

<p><b>108 (2)</b>  <b>Interpretations of</b>  <b>Man in Western</b>  <b>Literature</b>  <b>1</b></p>	<p>For description and prerequisite see Extradepartmental 108.</p>	<p>English</p>
<p><b>109 (1) (2)</b>  <b>Expository</b>  <b>Writing I</b>  <b>1</b></p>	<p>A workshop providing instruction in the fundamentals of writing expository essays. Open to all students.</p> <p>The Staff</p>	<p>127</p>
<p><b>110 (2)</b>  <b>Expository</b>  <b>Writing II</b>  <b>1</b></p>	<p>A continuation of 109. Weekly assignments designed to meet the student's particular interests and needs. Frequent conferences. Open to students who have taken 109 and have the consent of their advisor or class dean.</p> <p>Mrs. Stubbs</p>	
<p><b>150 (1) (2)</b>  <b>Colloquia</b>  <b>1</b></p>	<p>For directions for applying see p. 325. Open by permission to a limited number of freshman and sophomore applicants.</p>	
<p><b>(1)</b>  a.  Black poetry</p>	<p>Poetry of the Afro-American people, with examples from other poets of African descent or Third World orientation.</p> <p>Ms. Spillers</p>	

English	<p>b. The Whitman tradition</p>	<p>An examination of such inevitable questions as what is a literary or other tradition, how is it discerned, how illuminating if at all is an awareness of one.</p> <p>Not offered in 1973-74.</p> <p>Mr. Quinn</p>
128	<p>(2) a. Women writers and women's problems</p>	<p>A study of selected writings by women, with attention to modes of feminine self-awareness and self-presentation.</p> <p>Mrs. Eyges, Ms. Saunders</p>
	<p>b. The city in American fiction</p>	<p>A study of selected novels and short stories from 1840 to the present, concentrating on the portrayal of urban environments and their importance in fictional themes and characterization. Methods of historical analysis will be discussed. Works will be chosen from Poe, Melville, Howells, James, Crane, Dreiser, Wharton, Fitzgerald, Singer, Bellow, Wright, Ellison, West, Pinchon, and others.</p> <p>Mrs. Cole</p>
	<p><b>200 (1) (2)</b> <b>Short Narrative</b> <b>1</b></p>	<p>Sketches and the short story. For interested students, experience in the writing of one-act plays. Open to all students except those who are taking another writing course.</p> <p>Mrs. Moss, Ms. Spillers</p>
	<p><b>201 (2)</b> <b>The Critical Essay</b> <b>1</b></p>	<p>Workshop in practical criticism. Attention to the premises of different kinds of literary analysis and judgment. Writing of critical essays in conjunction with readings in some important contemporary criticism. Open to all students.</p> <p>Mr. Bland</p>

<b>202 (2)</b> <b>Poetry</b> <b>1</b>	<p>The writing of short lyrics and the study of the art and craft of poetry. Open to students who have taken 209 or 210 or by permission of the instructor.</p> <p>Mr. Pinsky</p>	English  129
<b>209 (1) (2)</b> <b>Studies in Poetry</b> <b>1</b>	<p>Intensive study of essential techniques and backgrounds of poems. Continuity will be provided through concentration on the history of the lyric. Strongly recommended as preparation for 210, 230, 231, and other poetry courses. Open to all students except those who have taken [103].</p> <p>Mr. Ferry, Mr. Pinsky,* Mrs. Gertmenian, Mr. Bidart, Mrs. Cole</p>	129
<b>210 (1) (2)</b> <b>Modern Poetry</b> <b>1</b>	<p>British and American poetry and poets, recent and contemporary. Open to all students.</p> <p>Mr. Ferry, Ms. Saunders</p>	
<b>212 (1) (2)</b> <b>Modern Drama</b> <b>1</b>	<p>The study of British, American, and European drama from Ibsen to the present. Open to all students.</p> <p>Mrs. Gertmenian, Mr. Linfield, Mr. Faville, Miss Lever</p>	
<b>215 (1) (2)</b> <b>Shakespeare</b> <b>1</b>	<p>The study of a number of representative plays with emphasis on their dramatic and poetic aspects. Open to all students.</p> <p>Miss Lever, Mr. Linfield, Mr. Bland</p>	



English	217 (1) (2) <b>Milton</b> 1	A study of Milton's lyric, epic, and dramatic poetry and some prose. Open to all students.  Miss Lever
130	218 (1) <b>The History of the English Novel I</b> 1	The beginnings of the English novel in the 18th century: Defoe through Jane Austen. Open to all students.  Mrs. Spacks, Ms. Saunders
	219 (2) <b>The History of the English Novel II</b> 1	The 19th century English novel from the Brontës to Joyce. Open to all students.  Mr. Linfield, Mr. Faville
	220 (1) (2) <b>Chaucer</b> 1	A study of Chaucer's poetry tracing the development of his art, with some attention to the relation of his work to the social and literary background of his time. Open to all students.  Mr. Layman, Mr. Linfield
	223 (1) <b>American Literature I</b> 1	A survey of American literature from its Puritan beginnings to <i>Moby-Dick</i> . Emphasis upon major figures. Open to all students.  Mr. Quinn, Mrs. Cole

<p><b>224 (2)</b>  <b>American Literature II</b>  <b>1</b></p>	<p>American writers from Whitman to World War I. Emphasis upon major figures. Open to all students.</p> <p>Mr. Quinn, Mrs. Cole</p>	<p>English</p>
<p><b>225 (1) (2)</b>  <b>American Literature III</b>  <b>1</b></p>	<p>American writers from World War I to the present: prose and poetry. Open to all students.</p> <p>Mr. Quinn, Mr. Bland, Ms. Saunders, Ms. Spillers</p>	<p>131</p>
<p><b>226 (1) (2)</b>  <b>Studies in Fiction</b>  <b>1</b></p>	<p>Studies of the nature of prose fiction. Readings drawn principally from British, American, and European writers of the 19th and 20th centuries. Usually organized around a central topic or theme. Open to all students.</p> <p>Mr. Quinn, Mrs. Cole, Mr. Faville</p>	
<p><b>228 (2)</b>  <b>Black Literature in America</b>  <b>1</b></p>	<p>Poetry and prose from slave narratives to the present day with emphasis upon modern major figures. Open to all students.</p> <p>Ms. Spillers</p>	
<p><b>230 (1)</b>  <b>Romantic Poets I</b>  <b>1</b></p>	<p>Poems and critical writings of Wordsworth and Coleridge. Open to all students.</p> <p>Mr. Ferry</p>	

English	<b>231 (2)</b> <b>Romantic Poets II</b> <b>1</b>	Poems and critical writings of Byron, Shelley, and Keats. Open to all students.  Mr. Ferry, Mr. Bidart
132	<b>232 (2)*</b> <b>English Comedy in</b> <b>Various Genres</b> <b>1</b>	The development, variety, and continuity of English comic writing. Open to all students.  Mrs. Gertmenian
	<b>233 (1)*</b> <b>English Tragic and</b> <b>Heroic Drama</b> <b>1</b>	Continuity and change in English drama before the modern period, with emphasis on the 16th and 17th centuries. Open to all students.  Not offered in 1973-74.
	<b>301 (1)</b> <b>The Short Story</b> <b>1</b>	Techniques of short story writing together with practice in critical evaluation of student work. Open to juniors and seniors who have taken one Grade II workshop, and by permission of the instructor to other qualified students.  Mr. Bidart
	<b>302 (2)</b> <b>Fiction</b> <b>1</b>	Intensive practice in the writing of prose fiction, the short story, or the novella according to the interest of the individual student. Prerequisite: same as for 301.  Mrs. Moss

**305 (1)**  
**Advanced Studies**  
**in Shakespeare I**  
**1**

Plays written between 1591 and 1606, such as *Richard II*, *Henry IV*, *Much Ado about Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*. Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, and by permission of the instructor to other qualified students.

Mr. Ferry, Mr. Layman, Mrs. Gertmenian

**306 (2)**  
**Advanced Studies**  
**in Shakespeare II**  
**1**

Plays written between 1606 and 1611, such as *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*.  
 Prerequisite: same as for 305.

Mr. Layman, Mr. Gold, Mrs. Gertmenian

**307 (1)\***  
**Criticism**  
**1**

Problems and principles of critical theory, with emphasis upon modern critical trends.  
 Prerequisite: same as for 305.

Not offered in 1973-74.

**308 (2)\***  
**The Middle Ages**  
**and Renaissance**  
**in England**  
**1**

Permanence and change in some major literary forms from 1350 to 1600. Special attention given the religious and intellectual ferment of the 16th century. Reading, both intensive and extensive, to include (partly in modern versions) *Gawain and the Green Knight*, *Piers Plowman*, More, Sidney, Marlowe, and Spenser.  
 Prerequisite: same as for 305.

Not offered in 1973-74.

**310 (2)\***  
**The Age of Satire**  
**1**

A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.  
 Prerequisite: same as for 305.

Not offered in 1973-74.

English	<b>311 (2)*</b> <b>From Neoclassic to Romantic</b> <b>1</b>	<p>The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Wordsworth.</p> <p>Prerequisite: same as for 305.</p> <p>Mr. Ferry</p>
134	<b>312 (1)</b> <b>The English Language</b> <b>1</b>	<p>The history of the English language beginning with Indo-European roots, including an introduction to Anglo-Saxon and Middle English dialects, and ending with English as a world language. Special emphasis on the ways words change meaning and on the shift from a synthetic to an analytic grammatical system. Individual research into the behavior of the English language in literary, social, political, or scientific contexts.</p> <p>Prerequisite: same as for 305.</p> <p>Miss Lever</p>
	<b>313 (1)*</b> <b>The Poet-Critic</b> <b>1</b>	<p>Such authors as Sidney, Dryden, Johnson, Coleridge, Arnold, and Eliot, studied as makers of English criticism and as examples of interaction between the practice and theory of poetry.</p> <p>Prerequisite: same as for 305.</p> <p>Mr. Ferry</p>
	<b>314 (1)</b> <b>The Victorian Crisis</b> <b>1</b>	<p>A study of the ways in which Mill, Carlyle, Arnold, Ruskin, Morris, and Wilde faced the need for radical reconstruction of values and attitudes.</p> <p>Prerequisite: same as for 305.</p> <p>Mr. Linfield</p>
	<b>315 (2)</b> <b>Victorian Poetry</b> <b>1</b>	<p>The dominant themes and procedures of the period between Landor and Yeats including such poets as Tennyson, Arnold, Hopkins, and Hardy.</p> <p>Prerequisite: same as for 305.</p> <p>Not offered in 1973-74.</p>

<p><b>316 (2)</b>  <b>Donne and Jonson and Their Followers</b>  <b>1</b></p>	<p>Close study of major poems by Donne, Jonson, Herbert, and Marvell, with some attention to King, Carew, Herrick, and Suckling. Some readings in prose.  Prerequisite: same as for 305.</p> <p>Mr. Pinsky</p>	<p>English</p>
<p><b>317 (1)</b>  <b>American Literature IV</b>  <b>1</b></p>	<p>Topic for 1973-74: Poe and Melville. Emphasis will be on irony and symbolism.  Prerequisite: same as for 305.</p> <p>Mr. Quinn</p>	<p>135</p>
<p><b>318 (1) (2)</b>  <b>Advanced Studies in the Novel</b>  <b>1 or 2</b></p>	<p>First semester: Samuel Beckett. Intensive study of Beckett's fiction, with considerable attention to his plays for purposes of comparison.  Prerequisite: same as for 305.</p> <p>Mr. Garis</p> <p>Second semester: A study of some major novels, among them Joyce's <i>Ulysses</i> and Lawrence's <i>Women in Love</i>, with special emphasis upon techniques as important for the novel's power to communicate its concerns with human affairs.  Prerequisite: same as for 305.</p> <p>Mr. Linfield</p>	
<p><b>319 (2)</b>  <b>Advanced Studies in Modern Poetry</b>  <b>1</b></p>	<p>Study of recent poems and poets in historical perspective.  Prerequisite: same as for 305.</p> <p>Mr. Pinsky</p>	

**320 (1) (2)**  
**Literary**  
**Crosscurrents**  
**1**

First semester: Love poems, sacred and profane. Some specific poems, mainly but not exclusively lyrics, ranging from "Now Goeth Sun under Wood" (1300) to Carew's "A Rapture" (1640), grouped to provoke curiosity about their medieval, Renaissance, or 17th century contexts of thought, feeling, and style. Texts will include: anonymous medieval lyrics, a few of Dante's and of Petrarch's poems in translation, Spenser's *Epithalamion*, Marlowe's *Hero and Leander*, sonnets by Sidney and Shakespeare, Donne's *Elegies* "To His Mistress Going to Bed" and *Holy Sonnets*.

Prerequisite: same as for 305.

Mr. Layman

Second semester: Blake and some of his backgrounds. Selections from Sir Joshua Reynolds, Edmund Burke, Thomas Paine, Godwin, and Rousseau, taken as supplying a context for a study of Blake's lyric poems and *Minor Prophesies*.

Prerequisite: same as for 305.

Not offered in 1973-74.

**321 (1)**  
**Seminar**  
**1**

Topic for 1973-74: Autobiography. Close study of texts from English and American literature, investigating the historical development of autobiographical techniques and the ways in which "authentic" rendition of the self depends upon artifice.

Prerequisite: same as for 305.

Mrs. Spacks

**322 (2)**  
**Seminar**  
**1**

Topic for 1973-74: Arthurian legend and literature about King Arthur and his knights, and the uses of these legends in literature from the 14th century to the present.

Prerequisite: same as for 305.

Miss Lever

**330 (1)**  
**Seminar.**  
**Comparative**  
**Literature**  
**1**

For description and prerequisite see Extradepartmental 330.

<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	Open by permission to juniors and seniors.	English
<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	Required of all honors candidates in the department.	137
<b>Directions for Election</b>	<p>Grade II level literature courses are open to all students. Special attention is called to 209, which offers fundamental and rigorous practice in methods of interpretation of a literary text. Other courses isolate certain major figures or periods for concentrated study, or address themselves to continuing themes and issues. In choosing their courses students are encouraged to consult with their instructors and with other members of the department generally. More complete descriptions of every course, composed by their instructors, are posted every fall and spring on bulletin boards in Founders Hall, and are available from the department secretary.</p> <p>English majors must take at least one course in Shakespeare, ordinarily at the advanced level. In addition, majors should work closely with their advisors in arranging a program of study with these objectives: (a) ability to interpret a text (b) an understanding of some of the major works, authors, and periods that comprise the history of English and American literature (c) a developing interest in some special field of study, such as the English Renaissance, drama, criticism, modernism.</p> <p>Students of at least B standing in the work of the department will have first consideration when applying for admission to seminars and for independent work (350).</p> <p>Courses 109, 200, 201, and 202 are planned as workshops in writing with informal group meetings and frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being</p>	



studied. Courses 301 and 302 continue the same plan at an advanced level.

Students interested in writing fiction and poetry can apply for one or two units of 350 in writing, in addition to taking the other writing courses listed, 200, 202, 301, 302. It is strongly recommended that majors electing several writing courses should also elect a strong program in literature courses in consultation with their advisors. In general, enrollment in writing courses is limited to 15. Students who have demonstrated special ability in fiction, poetry, or drama may be invited to do an honors project in writing.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English. See, for example, History 233, 235, 238, 239, 242, 301; Philosophy 203, 204, 207; Grade II and Grade III courses in foreign literatures; Extradepartmental 101, 104, 108, 201, 202, [226], [227], 228, 229, 231, 330, 331; and courses in theatre studies.

A reading knowledge of at least one ancient or modern foreign language is desirable for all majors. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

Renouveau d'ind. l'ne hon. fait de passer  
à Paris en attendant de voir nos <sup>amis</sup> Dubois  
Lazare et son frere avec L. Henry qui sera  
l'ind. No 2. Agnes ind. En ouy Signes

J B Moussingre F.B.P. Molise. 1

Angelique m<sup>re</sup> m<sup>re</sup>  
Vollet

*Scindus Lepellatier*

My dear friends, I am very glad  
 to hear that you are all well and  
 happy. I am well and hope  
 to hear from you soon. I am  
 very glad to hear that you are  
 all well and happy. I am well  
 and hope to hear from you soon.

[illegible]

Voilà De mes nouvelles. Encore  
donnez moi des vôtres et surtout  
souvenirs.

*Erasmus*

[illegible]

Professor:  
Lateuille, Galand, François,  
McCulloch (Chairman)

Assistant Professor:  
Stambolian, Coquillat, Mistacco, Weinreb

Instructor:  
Mbelolo ya Mpiku, Lydgate, Robbins

Lecturer:  
McPherrin, Vaissière<sup>2</sup>

Visiting Lecturer:  
Uzan<sup>3</sup>

All courses are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Attention is called to the opportunity for residence in the French Center, Tower Court.

Qualified students may be recommended to spend the junior year in France. See p. 57.

<b>100 (1-2)</b> <b>Beginning French</b> <b>2</b>	<p>Fundamentals of the French language, spoken and written, in its relationships with French cultural patterns and with literature. Open to students who do not present French for admission.</p> <p>The Staff</p>	French
<b>102 (1-2)</b> <b>Intermediate French</b> <b>2</b>	<p>Short stories, novels, and plays illustrating aspects of French culture. Stress on grammar, vocabulary, and pronunciation. Oral and written work. Three periods. Prerequisite: 100 or two admission units in French.</p> <p>The Staff</p>	141
<b>104 (1-2)</b> <b>The Literature and Language of Modern France</b> <b>2</b>	<p>Analysis of selected modern texts: fiction, drama, poetry. Grammar review. Study of vocabulary and pronunciation. Frequent written work and oral practice. Three periods. Prerequisite: 102 or three admission units in French.</p> <p>The Staff</p>	
<b>201 (1-2)</b> <b>French Literature through the Centuries</b> <b>1 or 2</b>	<p>First semester: Middle Ages through the 17th century. Second semester: The 18th century to the present. Class discussion of selected masterpieces, short papers, outside reading. One unit of credit may be given for the first semester. Prerequisite: 104 or four admission units in French; by permission of the instructor, 102.</p> <p>The Staff</p>	
<b>203 (1-2)</b> <b>Introduction to Literary Analysis</b> <b>2</b>	<p>Study of the major genres: novel, drama, poetry; an effort will be made to acquaint the student with the main approaches of criticism. Class discussion, oral reports, short papers. Prerequisite: Same as for 201.</p> <p>The Staff</p>	

French	<b>205 (1) (2)</b> <b>French Society Today</b> <b>1</b>	<p>Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading. Prerequisite: same as for 201.</p> <p>The Staff</p>
142	<b>212 (1)</b> <b>Medieval French Literature I</b> <b>1</b>	<p>French literature from the <i>Chanson de Roland</i> through Villon. Medieval texts read in modern French. Prerequisite: [150] or 201 or 203 or 205. Open to qualified freshmen by permission of the chairman.</p> <p>Miss McCulloch</p>
	<b>213 (1) (2)</b> <b>French Drama in the Twentieth Century</b> <b>1</b>	<p>Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd. Prerequisite: same as for 212.</p> <p>Mr. Stambolian, Ms. Mistacco, Mr. Uzan</p>
	<b>214 (1) (2)</b> <b>The French Novel in the Nineteenth Century</b> <b>1</b>	<p>Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola. Prerequisite: same as for 212.</p> <p>Mr. Stambolian, Ms. Mistacco</p>
	<b>215 (2)</b> <b>Baudelaire and Symbolist Poets</b> <b>1</b>	<p>The nature of the poetic experience studied in the post-romantic poetry of the 19th century. Prerequisite: same as for 212.</p> <p>Mr. Galand</p>

<p><b>216 (1)</b>  <b>The French</b>  <b>"New Novel"</b>  <b>1</b></p>	<p>Recent experiments in fiction, with discussion of drama and film. Emphasis on the works and theoretical writings of Robbe-Grillet, Sarraute, Butor, and Beckett. Both traditional and creative criticism.  Prerequisite: same as for 212.</p> <p>Ms. Mistacco</p>	<p>French</p>
<p><b>218 (1)</b>  <b>Black Literature</b>  <b>in French</b>  <b>1</b></p>	<p>Its origin and development in Africa, France, and the Caribbean. Analysis of representative poetry, fiction, drama, and essays.  Prerequisite: same as for 212.</p> <p>Mr. Mbelolo ya Mpiku</p>	<p>143</p>
<p><b>222 (1) (2)</b>  <b>Studies in</b>  <b>Language I</b>  <b>1</b></p>	<p>A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to the French style of essay writing, especially the <i>dissertation</i> and the <i>explication de texte</i>. Not open to freshmen in the first semester.  Prerequisite: 104, or 102 by permission of the instructor.</p> <p>Mr. Lydgate</p>	
<p><b>224 (1) (2)</b>  <b>French Speech</b>  <b>1</b></p>	<p>Detailed and intensive study of the articulation and intonation of spoken French, combining linguistic theory and practical applications. Regular use of the language laboratory. Not open to freshmen in the first semester. Recommended to students majoring in French.  Prerequisite: same as for 222.</p> <p>Miss Vaissière</p>	

<div>French</div> <div>144</div>	<p><b>249 (1) (2)</b>  <b>Selected Topics</b>  <b>1 or 2</b></p>	<p>First semester: The Image of Woman. Studies in French literature from <i>Tristan et Iseut</i> to <i>Madame Bovary</i>. The status of women in society as seen in some major works and as depicted by a few women writers (Marie de France, Marguerite de Navarre, Mme. de Lafayette, Mme. de Stael, George Sand).  Prerequisite: same as for 212.</p> <p>Miss Lafeuille</p> <p>Mr. François</p> <p>Second semester: Workshop in writing. Training in traditional and experimental modes of literary expression.  Prerequisite: same as for 212.</p>
	<p><b>300 (2)</b>  <b>Sixteenth Century Literature</b>  <b>1</b></p>	<p>Studies in the Renaissance. Authors include Rabelais, Ronsard, and Montaigne.  Prerequisite: two Grade II units of French literature.</p> <p>Not offered in 1973-74.</p> <p>Miss Lafeuille</p>
	<p><b>301 (1)</b>  <b>Seventeenth Century Literature I</b>  <b>1</b></p>	<p>Baroque and Précieux poets. <i>L'Astrée</i>. The birth of the classical theatre: Corneille, Descartes, Pascal.  Prerequisite: same as for 300.</p> <p>Mr. François</p>
	<p><b>302 (2)</b>  <b>Seventeenth Century Literature II</b>  <b>1</b></p>	<p>The classical theatre: Molière, Racine, Lafayette, La Fontaine, La Bruyère.  Prerequisite: same as for 300.</p> <p>Mr. François</p>

<b>304 (1)</b> <b>The Novel from</b> <b>Rousseau to Sade</b> <b>1</b>	<p>The affirmation of self in late 18th century fiction. Authors studied: Rousseau, Diderot, Laclos, Sade.  Prerequisite: same as for 300.</p> <p>Miss Lafeuille</p>	<p>French</p>
<b>305 (2)</b> <b>Studies in</b> <b>Romanticism</b> <b>1</b>	<p>The Romantic Spirit: the visionary side of Romanticism in the works of Nodier, Balzac, Mérimée, Hugo, Nerval, Lautréamont.  Prerequisite: same as for 300.</p> <p>Miss Coquillat</p>	<p>145</p>
<b>306 (2)</b> <b>French Poetry in</b> <b>the Twentieth</b> <b>Century</b> <b>1</b>	<p>Studies in the poetry of Valéry, Apollinaire, Breton, Saint-John Perse, Char, Ponge.  Prerequisite: 215 or one Grade III unit of French literature.</p> <p>Mr. Galand</p>	
<b>307 (1)</b> <b>The French Novel</b> <b>in the Twentieth</b> <b>Century</b> <b>1</b>	<p>Modern theories, critical perspectives, and modes of narrative fiction studied in the works of Proust, Gide, Malraux, Sartre, Camus, Robbe-Grillet.  Prerequisite: 214 or 216 or one Grade III unit of French literature.</p> <p>Mr. Galand</p>	
<b>308 (1)</b> <b>Studies in</b> <b>Language IIa</b> <b>1</b>	<p>Comparative stylistics: a normative approach to the problems of translation.  Prerequisite: one Grade III unit of French literature and 222, or permission of the instructor.</p> <p>Mr. François</p>	



French	<b>309 (2)</b> <b>Studies in</b> <b>Language IIb</b> <b>1</b>	<p>Translation into French from novels, essays, and poetry. Study of French style through analysis of selected texts.  Prerequisite: same as for 308.</p> <p>Miss Lafeuille</p>
146	<b>312 (1)</b> <b>Medieval French</b> <b>Literature II</b> <b>1</b>	<p>See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level. Open by permission of the instructor.</p> <p>Miss McCulloch</p>
	<b>321 (1)</b> <b>Seminar</b> <b>1</b>	<p>Topic for 1973-74: Saint-John Perse (Nobel Prize, 1960). A study of his major works and his poetics. Open by permission of the instructor to students who have taken two Grade III units of French literature.</p> <p>Mr. Galand</p>
	<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	<p>Prerequisite: same as for 321.</p>
	<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	<p>Required of all honors candidates in the department.</p>

**Directions for Election**

French

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Course 100 is counted toward the degree but not toward the major. Students who begin with 100 in college and who plan to major in French should consult the chairman of the department during the second semester of their freshman year. A student may not count toward the major both 102 and 104. Course 104 may not be elected by students who have taken both 100 and 102.

Upperclassmen majoring in French (with the exception of those who carried two Grade II units in the freshman year) should not elect more than three Grade II units without permission of the department. Majors are required to take two of the following courses: 222, 308, 309. In some cases 224 may also be required.

Courses in other foreign language and literature departments, in art, history (especially 242 and 243), philosophy, English, Extradepartmental 330 and 331, and Religion and Biblical Studies 104 and 105 are recommended for majors. The department offers three courses in French literature in translation (Extradepartmental 222, 223, 224).

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

1

2

3



Assistant Professor:  
Kamilli (Chairman), Andrews

**102 (1)**  
**Introduction to**  
**Geology**

1

Fundamental facts and principles of earth behavior and history with special reference to Massachusetts and New England. Current problems in oceanography, continental drift, and lunar geology. Field trips and laboratory include study of minerals, rocks, fossils, topographic and geologic maps. Open to all students.

Ms. Kamilli, Mr. Andrews

**200 (2)**  
**Historical Geology**

1

The geologic history of North America and the evolution of life as revealed in the fossil record. Paleogeography and ancient sedimentary and tectonic environments. Field trips will develop the geologic history of the region. Laboratory.  
 Prerequisite: 102 or permission of the instructor.

Mr. Andrews

**202 (2)**  
**Mineralogy**

1

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and phase diagrams. Laboratory.  
 Prerequisite: two units of physical science, preferably Chemistry 106 and/or 107, or permission of the instructor.

Ms. Kamilli

**205 (1)\***  
**Invertebrate**  
**Paleontology**

1

The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, animal size and shape relationships, and the theory of evolution. Laboratory and field trips.  
 Prerequisite: 102 or 200 or one unit in biology or permission of the instructor.

Not offered in 1973-74.

**206 (2)\***  
**Structural Geology**

1

The recognition, description, and causes of deformation of the earth's crust. Topics include the tectonic history of mountain ranges, scale models of geologic structures, mechanics of folding and faulting, comparison of the structure of the Alps and the Appalachians, plate tectonics, and sea floor spreading. Laboratory, field work, and field trips.  
 Prerequisite: 102 and 200, or permission of the instructor.

Not offered in 1973-74.

Geology	<b>208 (1)* Marine Geology 1</b>	<p>Geology of the ocean floor with emphasis on shoreline and submarine processes, ocean currents and sediments, origin and development of the continental shelves. Other subjects will include study of submarine canyons, coral reefs, ocean basin tectonics, the deep sea floor, and ocean life. Field trips to Woods Hole and Cape Cod. No laboratory. Prerequisite: same as for 200.</p> <p>Mr. Andrews</p>
152	<b>249 (2) Selected Topics 1</b>	<p>Geochemistry of sediments and ores. No laboratory. Prerequisite: one year of chemistry (can be taken concurrently), one Grade II unit in geology, and permission of the instructor.</p> <p>The Staff</p>
	<b>304 (1)* Stratigraphy and Sedimentation 1</b>	<p>The formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments and paleoecology, correlation by fossils and radiogenic techniques, transportation, deposition and consolidation of sedimentary particles. Laboratory. Field trips to both modern sedimentary environments and their ancient rock analogues. Prerequisite: 102 and 200, or permission of the instructor.</p> <p>Mr. Andrews</p>
	<b>307 (1)* Optical Mineralogy 1</b>	<p>Basics of optical crystallography. Application of modern methods to the identification of silicates in grains and thin section. Laboratory. Prerequisite: 202 or Physics 202.</p> <p>Ms. Kamilli</p>
	<b>309 (2)* Petrology 1</b>	<p>Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections under the petrographic microscope. Laboratory. Prerequisite: 202 and 307, or permission of the instructor.</p> <p>Ms. Kamilli</p>

<b>310 (1)* Research Methods in Geology 1</b>	<p>Problems in geologic data analysis using statistical and computer methods, macro-, micro-, and x-ray photography, field mapping, mineral separation, and x-ray diffraction techniques. Other topics will be chosen according to students' interests. Laboratory. Field work. Prerequisite: 102 and one Grade II unit, or permission of the instructor.</p> <p>Not offered in 1973-74.</p>	<p>Geology</p>
<b>349 (2) Vertebrate Paleontology 1</b>	<p>Major features of the evolution of vertebrates as revealed through fossils. Mass extinctions, vertebrate adaptations and functional morphology, differentiation and diversification of vertebrate groups, paleoenvironments, and the origin and evolution of man. Prerequisite: 200 or one unit in biology, and permission of the instructor.</p> <p>Mr. Andrews</p>	<p>153</p>
<b>350 (1) (2) Research or Individual Study 1 or 2</b>	<p>Open by permission to juniors and seniors.</p>	
<b>370 (1-2) Honors Program 2</b>	<p>Required of all honors candidates in the department.</p>	



**Directions for Election**

In addition to eight units in geology, the minimum major requires four units from other laboratory sciences or mathematics. (All four units may not be taken in the same department.) Advanced courses in mathematics, chemistry, or physics will be suggested according to the student's needs, interests, and ability.

A student planning graduate work should note that most graduate geology departments require at least a full year (two units) each of chemistry, calculus, and physics. (Biology often may be substituted for physics if the student is interested in paleontology.) In addition, graduate study usually requires a reading knowledge of French and/or German or Russian.

The department strongly recommends that students majoring in geology attend one of the Rocky Mountain geology field courses given by other colleges. Credit may be given for such courses provided the student's plans are approved in advance by the department.



Professor:  
Goth (Chairman)

Assistant Professor:  
Duckworth

Instructor:  
Ward

Lecturer:  
Deutsch

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which the student seems best prepared regardless of the number of units the student has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit 102 and proceed with 202.

Qualified students may be recommended to spend the junior year in Germany. See p. 57.

<b>100 (1-2)</b> <b>Elementary</b> <b>German</b> <b>2</b>	<p>Study of grammar and vocabulary; frequent written exercises; reading of short stories; special emphasis on oral expression. Three periods. Open to students who do not present German for admission.</p> <p>The Staff</p>	German
<b>102 (1-2)</b> <b>Intermediate</b> <b>German</b> <b>2</b>	<p>Intensive language study: emphasis on idiomatic usage and on syntax. Introduction to the critical study of literary texts, mainly 19th and 20th centuries. Three periods. Prerequisite: 100 or two admission units in German.</p> <p>The Staff</p>	157
<b>202 (1-2)</b> <b>Patterns in Literary</b> <b>Thought</b> <b>1 or 2</b>	<p>Modern drama, poetry, and prose and their historical, formal, and philosophical relations to works of earlier periods. Three periods. One unit of credit may be given for the first semester. Prerequisite: 102, or three or more admission units of German, or, by permission of the department, 100. Permission will be based on a satisfactory grade in 100 and summer work.</p> <p>Miss Goth, Mrs. Deutsch</p>	
<b>204 (1)</b> <b>Goethe I</b> <b>1</b>	<p>Lyric, prose, and drama before Goethe's return from Italy. Prerequisite: two units of [200] or two units of 202.</p> <p>Miss Goth</p>	
<b>205 (2)*</b> <b>Studies in</b> <b>Romanticism</b> <b>1</b>	<p>Romantic thought, discovery of the unconscious: Friedrich Schlegel, Brentano, Novalis, E. T. A. Hoffmann, Eichendorff, and others. Prerequisite: same as for 204.</p> <p>Not offered in 1973-74.</p>	

German	<p><b>206 (2)* Nineteenth Century Literature 1</b></p>	<p>Late Romanticism and Realism. Lyric and prose. Mörike, Heine, Stifter, Keller, C. F. Meyer, Fontane. Prerequisite: same as for 204.</p> <p>Not offered in 1973-74.</p>
158	<p><b>210 (1)* German Drama 1</b></p>	<p>Theory and practice between the age of Gottsched and Brecht. The theories of Gottsched, Lessing, Schiller, Hebbel, and Brecht will be included as well as the drama of Schiller, Büchner, Kaiser, and others. Prerequisite: one Grade II unit.</p> <p>Ms. Ward</p>
	<p><b>304 (2) Goethe II 1</b></p>	<p>Goethe, the poet and the thinker, with emphasis on <i>Faust</i>, and his writings after 1788. Prerequisite: 204.</p> <p>Miss Goth</p>
	<p><b>308 (1) Literature of the Late Nineteenth and Early Twentieth Centuries 1</b></p>	<p>Intellectual and aesthetic trends of the period. Varied texts: drama, poetry, and prose of representative authors such as Nietzsche, Hofmannsthal, Rilke, Thomas Mann, Hesse and others. Prerequisite: two Grade II units.</p> <p>Miss Goth</p>
	<p><b>312 (2) Literature of the Twentieth Century 1</b></p>	<p>Aspects and tendencies of 20th century literature from the First World War to the present time. Prerequisite: three Grade II units or permission of the instructor.</p> <p>Miss Goth</p>

<p><b>349 (2)* Seminar. The Writer and His Age</b> 1</p>	<p>Intensive study of the works of one or two writers in relation to philosophical, historical, and literary trends of their periods. Prerequisite: one Grade III unit.</p> <p>Not offered in 1973-74.</p>	<p>German</p>
<p><b>350 (1) (2) Research or Individual Study</b> 1 or 2</p>	<p>Open by permission to juniors and seniors.</p>	<p>159</p>
<p><b>370 (1-2) Honors Program</b> 2 to 4</p>	<p>Required of all honors candidates in the department.</p>	
<p><b>Directions for Election</b></p>	<p>Course 100 is counted toward the degree but not toward the major.</p> <p>Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit 102 and take 202.</p> <p>Students intending to major in the department are requested to take 202, 204, 304, and at least two further Grade III units.</p> <p>Courses 205, 210, 312, and one seminar are strongly recommended for the major.</p> <p>Courses in art, history, philosophy, English, literature courses in other foreign language departments, and Extradepartmental 221, 330, and 331 are recommended.</p>	





Εὐσέβιος καρτίῳ ἀγαπῆτῳ ἀδελφῷ ἐν κυρίῳ χαίρειν.

μωμός μεν ὁ ἀδελφὸς ἀρεὺς πολὺν ὥς ἐκὸς φιλοπομίᾳ καὶ σπουδῇ εἰσαγνοχῶς, τὸ διὰ θεοδάρων ἡμῶν καταδέδοιτο περὶ ἐναγυγείῳ, τῷ κατὰ ματθαῖον τὰς ὁμοφώνους τῶν λοιπῶν ἐναγυγείστων περικοπὰς παραθεῖς, ὡς ἐξ ἀναγκῆς συμβῆναι τὸν τῆς ἀκολουθείας εἰρηὸν τῶν τριῶν διαφωρηθῆναι ὅσον ἐπὶ τῷ ὕψει τῆς ἀναγνώσεως, ἵνα δὲ σωζομένου καὶ τοῦ τῶν λοιπῶν δι' ὁδου σωμάτων τε καὶ εἰρηοῦ, εἰδῇται καὶ τοῖς οἰκείους ἐκαστοῦ ἐναγυγείου τόπων, ἐρηὶς κατὰ τῶν αὐτῶν ἡμετέραν, φιλαλήτως εἰπεῖν ἐκ τοῦ πορνύματος τοῦ πορνεύοντος ἀνδρός εἰς ἀμφὶς ἀφορίας, καὶ ἐτέρα μὲν ὁρὴν καμώμας δέκα τὸν ἀριετιῶν διεχαραξά= σοι τοὺς ὑποτέταυμένους, ὡρὸν μὲν πρῶτος περὶ χειρὸς ἐρηὶς τὰ παρὰ πλάνοις εἰρηκάσιν οἱ τέσσαρες, ματθαῖος, μαρκῶς, λουκῶς, ἰωάννης. ὁ δεύτερος ἐρηὶς οἱ τρεῖς, ματθαῖος, μαρκῶς, λουκῶς. ὁ τρίτος, ἐρηὶς οἱ τρεῖς, ματθαῖος, λουκῶς, ἰωάννης. ὁ τέταρτος, ἐρηὶς οἱ τρεῖς, ματθαῖος, μαρκῶς, ἰωάννης. ὁ πέμπτος, ἐρηὶς οἱ δύο, ματθαῖος, λουκῶς. ὁ ἕκτος, ἐρηὶς οἱ δύο, ματθαῖος, μαρκῶς. ὁ ἕβδομος



Associate Professor:  
Lefkowitz, Geffcken (Chairman)

Assistant Professor:  
Frame <sup>a</sup> Dickison, Brown, Marvin

Instructor:  
Sussman

## Greek

**102 (1) (2)  
Beginning Greek  
1**

Fundamentals of the Greek language. Reading from classical authors and from the New Testament. Four periods. Open to students who do not present Greek for admission.

Miss Marvin, Ms. Dickison

**103 (1) (2)  
Introduction to  
Greek Literature  
1**

Reading from classical authors and from the New Testament. Intensive review of grammar and syntax.  
Prerequisite: [100 (1)] or 102.

Ms. Brown, Mrs. Sussman

**104 (1)  
Classical  
Mythology  
1**

The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence. Open to all students.

Mrs. Lefkowitz

**105 (1)  
Introduction to  
Historical  
Linguistics  
1**

For description and prerequisite see Extradepartmental 105.

Not offered in 1973-74.

Greek	<b>150 (1) Colloquium 1</b>	For title and description see History 150 (1)a.
164	<b>201 (1) Plato 1</b>	<p><i>Apology</i>, <i>Crito</i>, and selections from the <i>Phaedo</i>. The character of Socrates and his position in the development of Greek thought. Three periods.</p> <p>Prerequisite: [100] or 102 and 103, or two admission units in Greek or exemption examination.</p> <p>Ms. Brown</p>
	<b>203 (2)* Greek Drama in Translation 1</b>	<p>Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, with emphasis on their use of myth. Detailed analysis of form and imagery as they relate to the total meaning of the play. Individual research into the dramatization of Greek myths by Seneca and later playwrights. Open to all students.</p> <p>Not offered in 1973-74.</p>
	<b>204 (2)* Greek Epic in Translation 1</b>	<p>The composition and potentialities of oral style in Homer, the nature of heroic experience and the type of society which produces heroic epic. Hesiod's development of Homeric themes and form, the societal influences which contribute to such changes. Apollonius of Rhodes' archaistic treatment of epic as evidence of Hellenistic Greeks' perceptions of their own literary heritage. Open to all students.</p> <p>Ms. Brown</p>
	<b>205 (2) Homer's Iliad 1</b>	<p>Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.</p> <p>Prerequisite: 201.</p> <p>Miss Marvin</p>

<p><b>208 (2)</b>  <b>Myth and the Role of Women</b>  <b>1</b></p>	<p>Intensive study of Greek myths concerning feminine experience. Investigation of the influence of these myths on pagan and Christian narrative prose in later antiquity. The survival of ancient plot types in contemporary fiction.  Prerequisite: 104.</p> <p>Mrs. Lefkowitz</p>	<p>Greek</p>
<p><b>230 (2)</b>  <b>History of Greece</b>  <b>1</b></p>	<p>For description and prerequisite see History 230.</p>	<p>165</p>
<p><b>302 (1)*</b>  <b>Aeschylus and Sophocles</b>  <b>1</b></p>	<p>Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.  Prerequisite: 205.</p> <p>Not offered in 1973-74.</p>	
<p><b>303 (2)*</b>  <b>Myth and History in the Archaic Age</b>  <b>1</b></p>	<p>Investigation of the narrative methods of recording significant past experience; the evaluation of the relationship of the past to events of the first half of the 5th century; the restrictions on perception imposed by style and structure in both prose and poetry. Reading in Greek from Herodotus and the lyric poets.  Prerequisite 205.</p> <p>Not offered in 1973-74.</p>	
<p><b>304 (1)*</b>  <b>Euripides</b>  <b>1</b></p>	<p>Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.  Prerequisite: 205.</p> <p>Ms. Brown</p>	

Greek	<b>305 (2)*</b> <b>Aristophanes</b> <b>1</b>	<p>Contemporary reactions to ethical conflicts confronting the state and the individual in the last half of the 5th century B.C. The use of comedy in defining new mythology, vocabulary, and linguistic structures. Reading of two plays in Greek, others in English.  Prerequisite: 205.</p> <p>Ms. Brown</p>
166	<b>349 (1) (2)</b> <b>Seminar</b> <b>1 or 2</b>	<p>First semester: The Hellenistic Age. The social and intellectual climate of third century Alexandria. The rejection of traditional values in new literary forms; the invention of professional scholarship; the deliberate cultivation of obscurity. Reading from Theocritus, the Greek Anthology, Apollonius of Rhodes, Callimachus, and of prose biographies and commentaries based on Alexandrian sources.  Prerequisite: 205.</p> <p>Mrs. Lefkowitz</p> <p>Second semester: Greek Lyric Poetry. The development of poetic forms and vocabulary to express individual emotion or communal response. The reevaluation of epic tradition in terms of contemporary experience. Reading from Sappho, Simonides, Pindar, and Bacchylides, and of choral odes from Aeschylus.  Prerequisite: 205.</p> <p>Mrs. Lefkowitz</p>
	<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	<p>Open to seniors by permission.</p>
	<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	<p>Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.</p>

## Latin

**100 (1)  
Beginning Latin  
1**

Fundamentals of the Latin language. Readings from classical and medieval texts. Three periods. Open to students who do not present Latin for admission, or by permission of the instructor.

Ms. Dickison

**101 (2)  
Introduction to  
Latin Literature  
1**

Reading from classical Latin authors. Intensive review of grammar and syntax. Three periods. Prerequisite: two admission units in Latin or 100 or permission of the instructor.

Mrs. Sussman

**103 (1)  
Introduction to  
Vergil's Aeneid  
1**

Study of the poem with selections from Books I-VI in Latin. Three periods. Prerequisite: 101 or three admission units in Latin not including Vergil, or exemption examination.

Mrs. Lefkowitz

**104 (1)  
Classical  
Mythology  
1**

For description and prerequisite see Greek 104.

Latin	<b>105 (1)</b> <b>Introduction to</b> <b>Historical</b> <b>Linguistics</b> <b>1</b>	For description and prerequisite see Extradepartmental 105.  Not offered in 1973-74.
168	<b>150 (1)</b> <b>Colloquium</b> <b>1</b>	For title and description see History 150 (1)a.
	<b>202 (1)</b> <b>Catullus and</b> <b>Cicero</b> <b>1</b>	Love, politics, morality, and humor in the last years of the Republic. Study of the evolution of Latin poetic style and of the technique of destructive oratory. Prerequisite: four admission units in Latin or three including Vergil or 103.  Miss Geffcken
	<b>203 (2)</b> <b>Horace</b> <b>1</b>	The development of Horace's poetic style and social commentary. Reading from <i>Satires</i> and <i>Odes</i> . Prerequisite: same as for 202.  Ms. Brown
	<b>206 (2)*</b> <b>Latin Prose Style</b> <b>1</b>	A study of the development of Latin style with reading and analysis of selected texts; practice in writing Latin prose. Prerequisite: 202 or 203.  Ms. Dickison

<b>208 (2)</b> <b>Myth and the</b> <b>Role of Women</b> <b>1</b>	For description and prerequisite see Greek 208.	Latin
<b>231 (2)</b> <b>History of Rome</b> <b>1</b>	For description and prerequisite see History 231.  Not offered in 1973-74.	169
<b>249 (1)</b> <b>Selected Topics</b> <b>1</b>	Latin comedy. Study of selected plays by Plautus and Terence in the light of an- cient and modern theories of the Comic. Prerequisite: 202 or 203 or an AP Latin score of 5.  Miss Geffcken	
<b>300 (1)*</b> <b>The Decline of the</b> <b>Heroic and the</b> <b>Epicurean</b> <b>Response</b> <b>1</b>	Anti-heroic treatment of myth in Catullus 64; Lucretius' re-creation in poetic form of the Epicurean view of human experience. Prerequisite: 249.  Not offered in 1973-74.	
<b>301 (1)*</b> <b>Vergil's Eclogues</b> <b>and Georgics and</b> <b>Ovid's Ars</b> <b>Amatoria</b> <b>1</b>	Vergil's re-creation of the Greek pastoral and his use of didactic and descriptive poetry as a means of examining man's relationship to nature and as political and social commentary. Ovid's parody of Vergilian didactic. Prerequisite: same as for 300.  Miss Geffcken	



Latin	<b>302 (2)</b> <b>Vergil's Aeneid</b> <b>1</b>	<p>The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.</p> <p>Prerequisite: same as for 300.</p> <p>Miss Geffcken</p>
170	<b>308 (1)*</b> <b>The Struggle for Power in the Late Republic</b> <b>1</b>	<p>The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.</p> <p>Prerequisite: same as for 300.</p> <p>Ms. Dickison</p>
	<b>309 (2)*</b> <b>Historical Tradition, Morality, and Immorality</b> <b>1</b>	<p>Livy's portrayal of early Roman heroes as models of behavior and Ovid's and Propertius' rejection of this moral point of view.</p> <p>Prerequisite: same as for 300.</p> <p>Miss Geffcken</p>
	<b>316 (1)*</b> <b>The Effects of Power and Authority in the Empire</b> <b>1</b>	<p>The literature of disillusion both historical and satirical with emphasis on Tacitus and Juvenal.</p> <p>Prerequisite: same as for 300.</p> <p>Not offered in 1973-74.</p>
	<b>317 (2)*</b> <b>Imperial Rome: The Novel</b> <b>1</b>	<p>The development of the ancient novel with emphasis on satirical techniques in Petronius and on religious and mythological themes in Apuleius.</p> <p>Prerequisite: same as for 300.</p> <p>Not offered in 1973-74.</p>

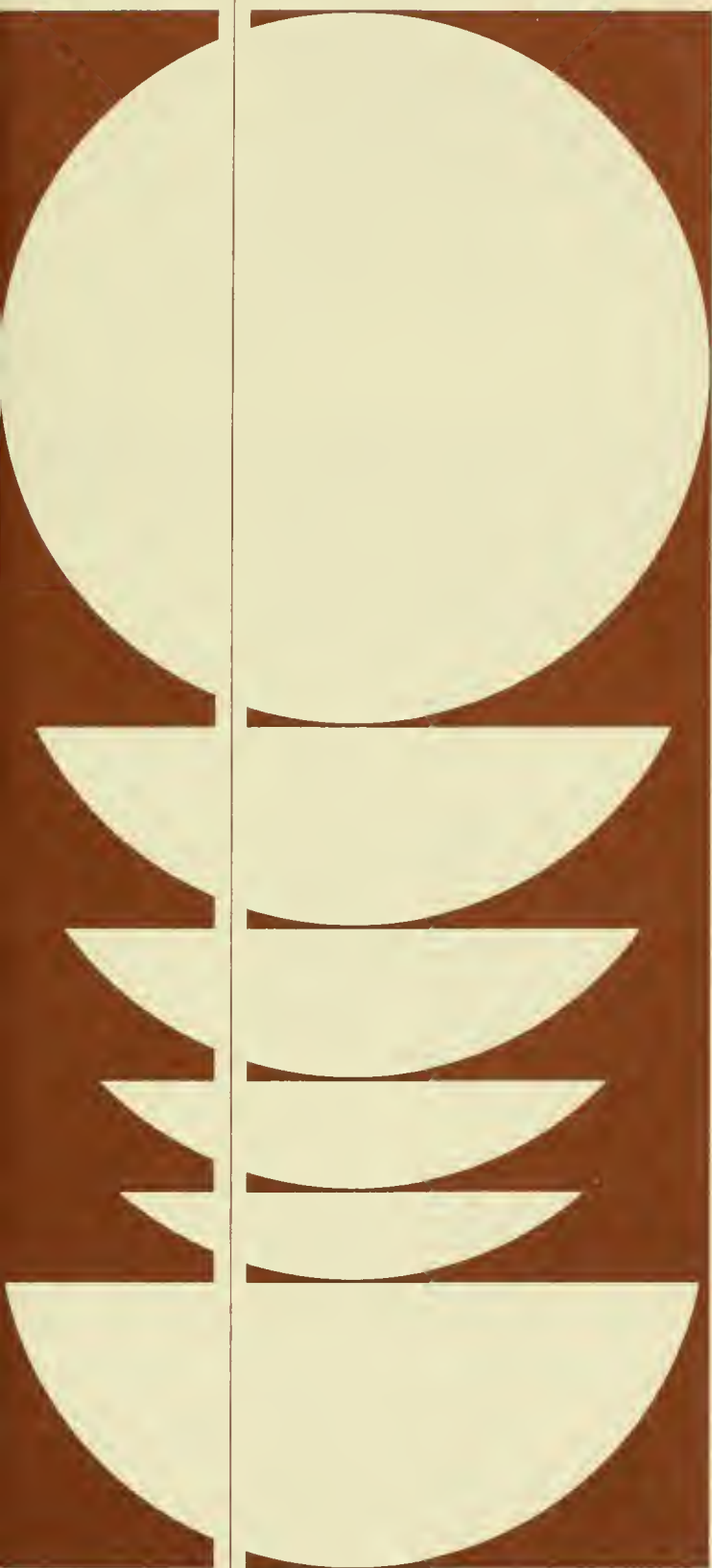
<b>350 (1) (2) Research or Individual Study 1 or 2</b>	Open to seniors by permission.	Greek and Latin
<b>370 (1-2) Honors Program 2 to 4</b>	Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.	171
<b>Directions for Election</b>	<p>To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except 150, 230, and 231.</p> <p>The following may not be counted toward the major in Greek or Latin: Greek [101], [200], 203, 204, 230; Greek/Latin 104, 105, 150, 208; Latin [229], 231.</p> <p>All students majoring in Greek must complete four units of Grade III work.</p> <p>All students majoring in Latin are required to complete 300 or 301, 302, and at least two units of the following: 308, 309, 316, 317. Students planning to teach are advised to elect 206.</p> <p>Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 202, but under special circumstances permission may be given to elect 249.</p> <p>Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.</p>	

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in classical and Near Eastern archaeology are referred to p. 315 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations. Honors candidates who are classical civilization majors should elect Plan B.

# History



Professor:  
Gulick, Robinson (Chairman), Preyer<sup>a</sup>,  
Cohen, Cox

Associate Professor:  
Auerbach

Assistant Professor:  
McLaughlin<sup>3</sup>, Bertocci<sup>a</sup>, Hay, Chaplin,  
Scott, Conzen, de Witt

Instructor:  
Cott<sup>3</sup>

Lecturer:  
Berlin<sup>3</sup>, Martin, Stead

Visiting Professor:  
Halpern

**100 (1) (2)**  
**Medieval and**  
**Early Modern**  
**European History**  
**1**

An examination of historical processes through the study of critical periods in western European history: the "Fall" of Rome; the creation of a new society in the High Middle Ages; problems of decline and innovation in late medieval times, of continuity and "modernity" in the Renaissance and Reformation. Frequent use of original sources, and an introduction to problems of interpretation. Open to all students.

Mr. Cox, Mrs. McLaughlin

**101 (1) (2)**  
**Modern European**  
**History**  
**1**

An introduction to European history from 1648 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism. Open to all students.

Mr. Gulick, Mr. de Witt, Mr. Stead

**102 (1)\***  
**Approaches to the**  
**History of**  
**American Society**  
**1**

An introduction to both the concepts and methods of American social history through group exploration of the development of a representative community from the colonial period to the 20th century, using original source materials to analyze in microcosm major trends in American society. Open to freshmen and sophomores without prerequisite. To be offered in 1974-75.

Not offered in 1973-74.

Mrs. Conzen

**103 (1)**  
**The World and**  
**the West**  
**1**

An introduction to comparative history, focusing on the changing relations between western Europe and other civilizations over the past five centuries. Discussion of technological change and the balance of power; the missionary impulse; trading-post empires; the challenge of modernization, with specific examples from Southeast Asia, Latin America, Africa, and the Middle East. Open to all students.

Ms. Hay

**150 (1) (2)**  
**Colloquia**  
**1**

For directions for applying see p. 325. Open by permission to a limited number of freshman and sophomore applicants.

History	(1) a. The role of women in ancient Greece	An examination of the role of women in literature of 5th century Athens and women's status in Greek society. Selected reading from historical, philosophical, and literary sources.  Miss Dickison
176	b. Heroes and heroines in medieval society	Leaders and concepts of leadership in European society between the 5th and 16th centuries. An introduction to various definitions of the "hero" since earliest times, followed by an investigation, primarily using contemporary chronicles and biographies, of the ways in which heroes in premodern European history have changed with the changing conditions for successful leadership.  Mr. Cox
	c. 1919. Year of the "New Negro"	"New Negro" was a term used by Black people all over the world to describe the attitudes of militancy and race pride that characterized the years after World War I. This colloquium will examine race riots, militant race organizations, radical Black publications and the like for the year 1919. Material will be drawn from the United States, the West Indies, England, South Africa, and possibly other places where Black people lived to show the universality of the "New Negro" phenomenon and the interconnectedness of its manifestations.  Mr. Martin
	(2) a. 1919. Year of the "New Negro"	Same as 150 (1) c.

<p>b. Welfare in the modern state</p>	<p>A study of welfare philosophy and its application in modern England and Germany. The course will focus on British classical liberal solutions to poverty, Bismarckian social insurance schemes, and Nazi totalitarian policies.</p> <p>Mr. de Witt</p>	<p>History</p>
<p><b>200 (2)*</b> <b>Quantitative Methods in Historical Analysis</b> <b>1</b></p>	<p>The understanding of historical investigation based upon statistical data, including introduction to elementary techniques for handling such data and to computer applications in history. Examples for analysis will be drawn primarily from European and American social and political history. Open to sophomores, juniors, and seniors without prerequisite. Not to be offered in 1974-75.</p> <p>Mrs. Conzen</p>	<p>177</p>
<p><b>206 (1-2)</b> <b>Afro-American History</b> <b>1 or 2</b></p>	<p>For description and prerequisite see Extradepartmental 206.</p>	
<p><b>230 (2)</b> <b>History of Greece</b> <b>1</b></p>	<p>The failure of democracy in Greece; a study of the historical evidence for the development of democracy in Athens; the effects of the acquisition of an empire and the results of the confrontation with Sparta. Open to all students except those who have taken [200].</p> <p>Miss Dickison</p>	
<p><b>231 (2)</b> <b>History of Rome</b> <b>1</b></p>	<p>Rome of the Caesars; political, economic, social life of the empire; attitudes toward autocratic government. Particular attention will be given to the period 27 B.C.-138 A.D. Open to all students except those who have taken [201].</p> <p>Not offered in 1973-74.</p> <p>Miss Dickison</p>	



History	<p><b>232 (2)</b>  <b>Medieval Civilization</b>  <b>1000 to 1300</b>  <b>1</b></p>	<p>European society during the High Middle Ages. Kingship and a comparison of medieval states, warfare and the birth of chivalry, peasants and townsmen in an era of economic and technological change, students and churchmen in a period of intellectual ferment. An exploration of political and social ideas as expressed in contemporary sources, including art and literature. Not open to students who have taken [219]. Open to freshmen and sophomores who have had a course in medieval history, art, or literature, and to juniors and seniors without prerequisite.</p> <p>Mr. Cox</p>
178	<p><b>233 (1-2)</b>  <b>The Renaissance and Reformation</b>  <b>1 or 2</b></p>	<p>First semester: Topics in the history of the Renaissance. Italy and selected areas of northern Europe 1300-1600.</p> <p>Second semester: The reformations of the 16th century, including the major Protestant movements, the radicals, the Catholic Reformation, and the relationships between religious developments and the broader historical context. One unit of credit may be given for either semester. Not open to students who have taken [217]. Open to freshmen and sophomores who have taken 100 or related work in art, literature, or philosophy, and to juniors and seniors without prerequisite.</p> <p>Not offered in 1973-74.</p>
	<p><b>235 (1)</b>  <b>Classical and Medieval Intellectual History</b>  <b>1</b></p>	<p>A history of western thought from the Greeks to the end of the 14th century. Not open to students who have taken [203]. Open to qualified freshmen and sophomores (see Directions for Election), and to juniors and seniors without prerequisite.</p> <p>Not offered in 1973-74.</p>

**236 (1)**  
**Modern European**  
**Intellectual History**  
**1**

A consideration of the history of western thought from Descartes to such contemporaries as Merleau-Ponty, with particular emphasis on man's changing notions of the relationship of self to society. Not open to students who have taken [203 (2)] or [204].  
 Prerequisite: same as for 235.

Mr. de Witt

**238 (1)**  
**History of England**  
**to 1500**  
**1**

A survey of English history from the coming of the Anglo-Saxons through the Wars of the Roses. Some attention will be given to problems of historical interpretation. Not open to students who have taken [213]. Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

179

**239 (2)**  
**History of England,**  
**1500 to 1715**  
**1**

English history under the Tudors and Stuarts. The English Reformation, Elizabethan Renaissance, and 17th century revolutions will be the major themes. Open to freshmen and sophomores who have taken 100 or 238, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

**240 (1)**  
**Modern England**  
**1**

English history from the late 18th century to the mid-20th century. The transformation of a basically agrarian, hierarchical, traditional society into an industrial, democratic welfare state. Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Mr. Stead

**242 (1)**  
**The Age of**  
**Louis XIV in France**  
**1**

Society and government in 17th century France. The political and cultural background under Richelieu and Mazarin; social, political, and intellectual life during the Golden Age of Absolutism under Louis XIV. Not open to students who have taken [210]. Open to sophomores who have taken 100 or 101, or courses in related language and literature, and to juniors and seniors without prerequisite.

Mr. Cox

History	<p><b>243 (2)</b>  <b>The Enlightenment, the French Revolution, and Napoleon</b>  <b>1</b></p>	<p>French civilization in the 18th century; analysis of the causes, events, and results of the Revolution. The era of the Revolution and the Napoleonic Empire with emphasis upon political, social, and cultural developments and their impact upon the rest of Europe. Not open to students who have taken [211].  Prerequisite: same as for 242.</p> <p>Mr. Cox</p>
180	<p><b>246 (1-2)</b>  <b>History of Russia</b>  <b>1 or 2</b></p>	<p>First semester: The Kievan State to 1861. Second semester: 1861 to the present, with emphasis on the Soviet State and its institutions. One unit of credit may be given for either semester. Not open to students who have taken [209].  Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken Russian 100, and to juniors and seniors without prerequisite.</p> <p>Mrs. Berlin</p>
	<p><b>248 (2)</b>  <b>Europe in the Twentieth Century</b>  <b>1</b></p>	<p>A study of selected topics such as fascism, communism, and appeasement, with emphasis on England, Germany, and Russia, and some discussion of developments in France, Italy, Spain, and eastern Europe. Not open to students who have taken [202]. Open to qualified freshmen and sophomores (see Directions for Election), to freshmen and sophomores who have taken 101, and to juniors and seniors without prerequisite.</p> <p>Mr. Stead</p>
	<p><b>250 (1)</b>  <b>Colonial America, 1607 to 1783</b>  <b>1</b></p>	<p>An examination of the formation of colonial society in the New World: problems of social stability and geographical mobility; the development of an American culture from a trans-Atlantic culture; social and political developments culminating in the War for Independence.  Prerequisite: same as for 200.</p> <p>Ms. Cott</p>
	<p><b>251 (2)</b>  <b>The United States, 1783 to 1850</b>  <b>1</b></p>	<p>Political, cultural, and social change from the Revolution to 1850: the impact of revolutionary ideology, the development of popular politics, nationalism and regionalism, southern slavery, industrialization in the north, reformers and reform movements, geographical mobility and the frontier. Not open to students who have taken [222].  Prerequisite: same as for 200.</p> <p>Ms. Cott</p>

**252 (1)**  
**The United States,**  
**1850 to 1917**  
**1**

The impact of the Civil War and Reconstruction, the emergence of an urban industrial society, and the responses of reformers to that society. Not open to students who have taken [223].  
 Prerequisite: same as for 200.

Mr. Auerbach

**253 (2)**  
**The United States,**  
**1917 to the Present**  
**1**

Selected 20th century issues and problems, with emphasis on the perceptions of Americans attempting to cope with social change. Not open to students who have taken [224].  
 Prerequisite: same as for 200.

Mr. Auerbach

**254 (1)**  
**United States**  
**Urban History**  
**1**

Origins and development of the American urban system from the colonial period to the present, with emphasis upon changing city functions, urban physical and spatial structure and growth, group accommodation to city living, historical trends in urban politics, and problem solving. Not open to students who have taken [220]. Open to sophomores by permission of the instructor, and to juniors and seniors without prerequisite.

Mrs. Conzen

**260 (1)\***  
**The Hispanic**  
**World**  
**1**

The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula, and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America. Not open to students who have taken [214].  
 Prerequisite: same as for 242.

Not offered in 1973-74.

Mr. Lovett

History	<p><b>261 (1)*</b>  <b>History of Spain</b>  <b>1</b></p>	<p>The period of Spain's hegemony and modern developments culminating in the Civil War of 1936-39.  Prerequisite: same as for 242. Not to be offered in 1974-75.</p> <p>Mr. Lovett</p>
182	<p><b>265 (2)</b>  <b>History of the Middle East</b>  <b>1</b></p>	<p>The social and cultural institutions of the Islamic world before 1800; the impact of the West; the rise and development of nationalist movements in the 19th and 20th centuries. Some attention will be given to Islamic influence in India, Africa, and Southeast Asia. Open to all students.</p> <p>Not offered in 1973-74.</p> <p>Ms. Hay</p>
	<p><b>266 (2)</b>  <b>The Rise of the State of Israel as a Problem in International Politics</b>  <b>1</b></p>	<p>Palestine as a problem in international affairs, 1840-1950, and the conflict of Jewish and Arab nationalism.  Prerequisite: same as for 200.</p> <p>Mr. Halpern</p>
	<p><b>267 (1)</b>  <b>History of Africa. West Africa</b>  <b>1</b></p>	<p>An introduction to the history of West Africa from the ancient kingdom of Ghana to present times. The major topic will include the precolonial kingdoms, the expansion of Islam, the Atlantic slave trade, social and economic change during the colonial period, and nationalistic movements. Open to all students except those who have taken [208].</p> <p>Ms. Hay</p>
	<p><b>268 (2)</b>  <b>History of Africa. East, Central, and Southern Africa</b>  <b>1</b></p>	<p>An introduction to the history of East, Central, and Southern Africa from ancient times to the present. Topics of major interest will include migration and state formation in early times, Swahili civilization, the slave trade, colonialism and nationalism, and the continuing conflicts in Southern Africa. Open to all students except those who have taken [208].</p> <p>Ms. Hay</p>

<b>271 (1)</b> <b>Japanese History</b> <b>1</b>	<p>Japanese history from earliest times to the present, stressing Japan's quest for modernity in the 19th and 20th centuries and the consequences of this quest. Open to all students except those who have taken [225].</p> <p>Mr. Cohen</p>	History
<b>275 (1)</b> <b>Pre-Modern Chinese History</b> <b>1</b>	<p>Chinese civilization from earliest times to the period of the modern western impact. Emphasis on the development of thought and political institutions. Extensive readings in Chinese literature. Open to all students except those who have taken [226].</p> <p>Mr. Cohen</p>	183
<b>276 (2)</b> <b>Modern Chinese History</b> <b>1</b>	<p>The history of China from the Opium War to the present. Analysis of political, economic, social, and intellectual changes stimulated by the intrusion of the modern West. Open to all students except those who have taken [227].</p> <p>Mr. Cohen</p>	
<b>280 (2)</b> <b>Imperialism, Nationalism, and Modernization</b> <b>1</b>	<p>Varieties of European imperialism in the 19th and 20th centuries, particularly colonial rule and informal empire, and the different ways in which people of other world civilizations responded to the threat of industrial Europe. The colonial experience, the growth of nationalist movements, and forms of modernization will be compared on the basis of examples drawn from Africa, the Middle East, Japan, and Southeast Asia. Prerequisite: same as for 200.</p> <p>Not offered in 1973-74.</p> <p>Ms. Hay</p>	

**300 (1)**  
**Historical Thinking**  
**and Its Problems**  
**1**

A study of the variety of approaches to history used by historians in the past and present. The relationship between the historical discipline and disciplines such as the social sciences and literature. Problems confronting the historian today: evidence, causation, generalization, value judgment, objectivity. Open to sophomores, juniors, and seniors who have taken two Grade II units of history, or by permission of the instructor.

Mrs. Robinson

**301 (1)**  
**The Art of**  
**Biography**  
**1**

Exploration of the diverse ways of presenting biographical narrative and insights in prose, film, and other media; the utilization of sources on the individual and their integration with historical materials; the historiographical problems of biography.  
 Prerequisite: same as for 254.

Mr. Gulick

**302 (2)**  
**Biography**  
**Workshop**  
**1**

Student biographical projects in prose, film, and other media, normally a continuation of projects begun in 301. Group discussion.  
 Prerequisite: 301.

Mr. Gulick

**303 (2)**  
**Ideology and**  
**Politics in Modern**  
**Germany,**  
**1890 to 1945**  
**1**

A study of the interaction of ideology and politics in modern Germany with an examination of liberalism, conservatism, socialism, neo-romanticism, Nazism, and their competition for mass support since the unification of Germany. Not open to students who have taken [207 (2)].  
 Prerequisite: same as for 300.

Mr. de Witt

**305 (1)**  
**Europe's**  
**Traditional System**  
**of International**  
**Relations,**  
**1780 to 1914**  
**1**

The nature of Europe's classical balance of power system and its subsequent modification through the French and industrial revolutions; the diplomacy of national unification and of imperialist expansion. Attention to Ottoman, Chinese, and African relations with Europe.  
 Prerequisite: same as for 300.

Mr. Gulick

<b>306 (2)</b> <b>Global</b> <b>International</b> <b>Relations</b> <b>1</b>	<p>The emergence of untraditional, cataclysmic problems of weaponry, population, and environment superimposed on traditional, ongoing problems of international relations. Attention equally divided among Europe, East Asia, the United States, and the Soviet Union.  Prerequisite: same as for 300.</p> <p>Mr. Gulick</p>	History
<b>309 (2)</b> <b>Intellectual History</b> <b>of Russia</b> <b>1</b>	<p>Emphasis on the tradition of radical social thought in the 19th and 20th centuries. Not open to students who have taken [313].  Prerequisite: same as for 300.</p> <p>Mrs. Berlin</p>	185
<b>310 (1-2)</b> <b>Social History of</b> <b>the United States</b> <b>2</b>	<p>The evolution of the American society viewed as the response of basic social units such as families, classes, occupational and ethnic groups, educational and religious institutions – to the changing conditions of initial settlements, expansion, and industrialization, as conditioned by changing social ideals. First semester: Colonial period to 1860. Second semester: 1860 to 1960. Open to juniors and seniors who have taken two units of history or by permission of the instructor.</p> <p>Mrs. Conzen</p>	
<b>312 (2)</b> <b>Civil Liberties in</b> <b>the United States</b> <b>1</b>	<p>The historical development of selected First Amendment freedoms with emphasis on the relationship between civil liberties and political and social movements. The historical context of contemporary issues such as political justice, civil disobedience in wartime, and student rights. Not open to students who have taken [218].  Prerequisite: same as for 254.</p> <p>Mr. Auerbach</p>	
<b>316 (1)</b> <b>History of the</b> <b>West Indies</b> <b>1</b>	<p>The political, economic, and sociological factors shaping West Indian society will be surveyed, from the intrusion of Columbus to the present time.  Prerequisite: same as for 254.</p> <p>Mr. Martin</p>	



**318 (1)**  
**Race and Conflict**  
**in Southern Africa**  
**1**

An exploration of the historical relationships between the European, African, and the Asian communities in South Africa, Angola, and Mozambique, in an attempt to understand the current situation in these countries.

Prerequisite: one unit in African studies or permission of the instructor.

Ms. Hay

**319 (2)**  
**Pan-Africanism**  
**1**

The historical efforts of Black people all over the world to unite for their mutual advancement will be examined. Such topics as emigrationist organizations, Black missionary activity in Africa, the role of Afro-American colleges in African and West Indian education, 20th century Pan-African mass movements, and the like, will be studied.

Prerequisite: one unit in African or Afro-American history or permission of the instructor.

Mr. Martin

**330 (1)**  
**Seminar.**  
**Medieval Europe**  
**1**

Topic for 1973-74: The woman in medieval thought and society. An examination of the image of the woman in the medieval intellectual tradition, theological and secular, with attention to the interaction of attitudes towards women, ideas about women and women's ideas about themselves, within the institutional reality of medieval society. Open to qualified juniors and seniors by permission of the instructor. (See Directions for Election.)

Mrs. McLaughlin

**331 (1)**  
**Seminar.**  
**English History**  
**1**

Early Victorian England and its response to the French, the industrial, and the demographic revolutions of the late 18th and early 19th centuries.

Prerequisite: same as for 330.

Not offered in 1973-74.

Mrs. Robinson

**332 (2)**  
**Seminar.**  
**English History**  
**1**

Topic for 1973-74: The end of the Victorian Age: English society and politics 1895-1914. An examination through contemporary political, literary, and social sources of the ways in which the last Victorians and the Edwardians, nurtured on the idea of England's wealth and power, reacted to the problems of Empire, Ireland, poverty and labor unrest.

Prerequisite: same as for 330.

Mr. Stead

<b>333 (1)</b> <b>Seminar.</b> <b>European</b> <b>Intellectual History</b> <b>and Philosophy</b> <b>1</b>	<p>An interdisciplinary examination of problems of political liberty and personal autonomy in the social thought of Locke, Rousseau, Hegel, and Marx.  Prerequisite: same as for 330.</p> <p>Not offered in 1973-74.</p>	History
<b>335 (1)</b> <b>Seminar.</b> <b>United States</b> <b>Studies</b> <b>1</b>	<p>For description and prerequisite see Extradepartmental 335.</p>	187
<b>336 (2)</b> <b>Seminar.</b> <b>American Urban</b> <b>History</b> <b>1</b>	<p>Topic for 1973-74: The social ecology of the American city. Analysis of the historical processes of the past 200 years which led to the functional and social segregation of the modern American city, with emphasis on the social consequences of the changing urban spatial order.  Prerequisite: same as for 330.</p> <p>Mrs. Conzen</p>	
<b>337 (1)</b> <b>Seminar.</b> <b>American</b> <b>History I</b> <b>1</b>	<p>Topic for 1973-74: Topics in the social history of American women. Analytical study of the social experience of women in America, and of the changing norms and ideology respecting women, from the colonial period to the present.  Prerequisite: same as for 330.</p> <p>Ms. Cott</p>	
<b>338 (2)</b> <b>Seminar.</b> <b>American</b> <b>History II</b> <b>1</b>	<p>Topic for 1973-74: The silent generation. The impact of the Cold War and McCarthyism on the values and life styles of young (and not so young) Americans.  Prerequisite: same as for 330.</p> <p>Mr. Auerbach</p>	

History	<b>340 (2)</b> <b>Seminar.</b> <b>Afro-American</b> <b>History</b> <b>1</b>	<p>Topic for 1973-74: Marcus Garvey and Black Nationalism. This seminar will examine the ideas, career, and Pan-African influence of the most important Black nationalist of all time. Students will be expected to do original research.</p> <p>Prerequisite: same as for 330.</p> <p>Mr. Martin</p>
188	<b>342 (1)</b> <b>Seminar.</b> <b>African History</b> <b>1</b>	<p>Research seminar in 19th century African history. Topic for 1974-75: To be announced. Students will be expected to do original research.</p> <p>Prerequisite: same as for 330.</p> <p>Not offered in 1973-74.</p>
	<b>345 (2)</b> <b>Seminar.</b> <b>Chinese History I</b> <b>1</b>	<p>Topic for 1973-74: The western presence in 19th century China. Through intensive exploration of selected themes, an effort will be made to define critically the role of the West as a causal agent in the late Ch'ing period c. 1850-1900.</p> <p>Prerequisite: same as for 330.</p> <p>Mr. Cohen</p>
	<b>346 (1)</b> <b>Seminar.</b> <b>Chinese History II</b> <b>1</b>	<p>Topical exploration of contemporary Chinese society and culture and the history of the Chinese Communist Party.</p> <p>Prerequisite: same as for 330.</p> <p>Mr. Cohen</p>
	<b>347 (2)</b> <b>Seminar.</b> <b>Comparative</b> <b>History</b> <b>1</b>	<p>Topic for 1973-74: Millennial movements. Examination of popular movements led by a prophet and based on a belief in the imminent end of the world. Student papers will examine in depth the Ghost Dance of the American Indians, and compare it with similar movements in western and nonwestern cultures in an attempt to define and understand the nature of these movements and the circumstances in which they occur.</p> <p>Prerequisite: same as for 330.</p> <p>Ms. Hay</p>

<b>348 (2)</b> <b>Seminar.</b> <b>Politics and</b> <b>Political Institutions</b> <b>of the Modern</b> <b>Arab World</b> <b>1</b>	<p>Topics in the political history of Egypt and the Fertile Crescent since World War II. Prerequisite: same as for 330.</p> <p>Mr. Halpern</p>	History
<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	<p>Open by permission to juniors and seniors.</p>	189
<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	<p>Required of all honors candidates in the department.</p>	
<b>Directions for</b> <b>Election</b>	<p>A wide variety of programs may provide insight into the nature and scope of history as a discipline. Accordingly, the student majoring in history is given great latitude in designing a program of study. The student may elect courses freely, but ordinarily should have as a primary focus one of the following: (1) a particular geographic area, nation, or culture (2) a limited time period (3) a special aspect of history, e.g., social, diplomatic, intellectual (4) a significant historical problem or theme, e.g., revolution, urbanization, racism. In designing a program students are en-</p>	

couraged to consider courses given at MIT and in other departments at Wellesley. The concept of the major should be discussed with the major advisor, and students should consult with their advisors about changes they may wish to make in the course of the junior and senior years.

The colloquia are available to freshmen and sophomores without prerequisite. Since colloquia enrollments are limited, special application must be made. Incoming freshmen may obtain application forms from the class dean, sophomores from the Recorder's Office, Green Hall. If a colloquium is oversubscribed the instructor will decide which applicants are to be accepted. Students are advised to apply for more than one, indicating first, second, and third choices if they wish.

Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors. Since enrollments are limited, a student wishing to apply for admission to one or more seminars must fill out an application blank, available in the department office, Founders Hall 120. Notification of which applicants are to be accepted will be made no later than the announced date for course changes without fee in each semester.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (230, 231), Asian (271, 275, 276), African (267, 268), and Middle Eastern (265) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (modern, and ancient, or medieval) may elect as a beginning course 235, 236, 238, 239, 240, 246, 248. Courses at the Grade I level, however, are strongly recommended for students planning to major in history.

Quale colui che tace e dicer vole  
 mi trasse beatrix e disse mira  
 quanto e il connento delle bianche stole.  
 Vedi nostra citta quantella gira  
 vedi li nostri scanni si ripien  
 che poca gente piu cisi disim  
 E in quel girn seggio a che tu loati ueni  
 p la corona che gia ue' su posto  
 prima che tu a queste nosse oem  
 Sedera palma che fia giu augusta  
 del alto Arrigo ca drizzare yta lia  
 verm / in pma chella sia disposta .

Professor:  
Avitabile (Chairman)

Instructor:  
Ellerman

All courses are conducted in Italian. In all courses except seminars some work will be required in the laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 57.

**100 (1-2)**  
**Elementary Italian**  
**2**

Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

**202 (1)**  
**Intermediate**  
**Italian**  
**1**

Written and oral practice to develop fluency. Topics of contemporary interest, with readings from newspapers, periodicals, current fiction, and poetry. Three periods.  
 Prerequisite: 100 or the equivalent.

The Staff

**207 (2)**  
**Significant**  
**Moments of**  
**Italian Literature:**  
**The Middle Ages**  
**to the Post-**  
**Renaissance**  
**1**

An introduction to the Golden Age of Italian literature. Study and analysis of selected works by such authors as Saint Francis of Assisi, Dante, Petrarch, Boccaccio, Leonardo da Vinci, Machiavelli, Castiglione, Guicciardini, and Ariosto. Prerequisite: 202 or [203].

Mrs. Ellerman

**208 (1)**  
**Italian**  
**Romanticism**  
**1**

An introductory study of the poetry and prose of Foscolo, Leopardi, and Manzoni. Prerequisite: [206] or 207 or permission of the instructor.

Ms. Avitabile

**301 (1-2)**  
**Dante**  
**2**

A study of Dante's *Divina Commedia* and minor works.  
 Prerequisite: same as for 208.

Ms. Avitabile



**302 (1)**  
**The Theatre**  
**in Italy**  
**1**

The development of the theatre from its origins to the present time. An introduction to the classical theatre, the Commedia dell'Arte, the Pastoral drama; special emphasis on the modern theatre. Study of plays by authors such as Poliziano, Machiavelli, Tasso, Goldoni, and Pirandello.

Prerequisite: same as for 208.

Mrs. Ellerman

**308 (2)**  
**From Verismo to**  
**Neorealismo**  
**1**

A study of Italian fiction since 1880 as seen in the short stories by Verga and Pirandello and in the novels by authors such as Moravia, Pavese, and Vittorini. Prerequisite: same as for 208.

Mrs. Ellerman

**349 (2)**  
**Seminar**  
**1**

Topic for 1973-74: High points in Italian lyric poetry: Petrarch, Tasso, Leopardi, Ungaretti. Open by permission of the instructor.

The Staff

**350 (1) (2)**  
**Research or**  
**Individual Study**  
**1 or 2**

Open by permission to students who have completed two units in literature in the department.

**370 (1-2)**  
**Honors Program**  
**2 to 4**

Required of all honors candidates in the department.

**Directions for  
Election**

Course 100 is counted toward the degree but not toward the major.

Students majoring in Italian are advised to take 301 and 308. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.





Professor:  
Schafer, Evans

Associate Professor:  
Norvig (Chairman), Wilcox

Assistant Professor:  
Myers, Blumenthal, Stehney, Shultz,  
Wason

All courses meet for two periods weekly  
with a third period every other week.

**100 (1) (2)**  
**Introduction to**  
**Mathematical**  
**Thought**  
**1**

Study of form in mathematical thought with emphasis on interrelationships of structural patterns. Material selected from areas such as number theory, algebraic and geometric structures, and theory of infinite sets. Courses 100 and 102 are intended primarily as terminal courses; both may be elected. Open to all students except those who have taken or are taking 110 or 111 or the equivalent.

The Staff

**102 (1) (2)**  
**Introduction to**  
**Finite Mathematics**  
**1**

Topics selected from areas such as logic, sets, partitions, probability, vectors and matrices; applications in the biological and social sciences. Courses 100 and 102 are intended primarily as terminal courses; both may be elected. Open to all students.

The Staff

**108 (1) (2)**  
**Techniques of**  
**Calculus**  
**1**

This course is devoted almost exclusively to techniques and applications. It is primarily intended for students requiring calculus for applications. Topics include differentiation, integration, partial derivatives, with applications to extrema, velocities, related rates, areas, and volumes. The course introduces most of the techniques developed in 110 and 111. Not open to students who have taken or are taking 110 or 111 or the equivalent. Open to students who have some familiarity with trigonometric functions.

The Staff

**110 (1) (2)**  
**Calculus I**  
**1**

Study of functions of one variable. Limits and continuity. Differential calculus of algebraic and trigonometric functions with applications. Introduction to the integral. Not open to students who have taken or are taking 108 or the equivalent. Open to students who have some familiarity with trigonometric functions.

The Staff

<div>Mathematics</div> <div>200</div> <div>111 (1) (2) Calculus II 1</div>	<div>The logarithmic and exponential functions. Techniques and applications of integration. Limits, derivatives, and integrals in greater depth than in 110. Prerequisite: 110 or a substantial introduction to the calculus, or 108 by permission of the department.</div> <div>The Staff</div>
<div>203 (1) Probability and Elementary Statistics 1</div>	<div>Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population. Prerequisite: 111 or the equivalent.</div> <div>Mr. Blumenthal</div>
<div>206 (1) (2) Linear Algebra 1</div>	<div>Systems of linear equations, vector spaces over the real and complex fields, linear transformations, matrices, determinants. Prerequisite: same as for 203.</div> <div>Mr. Myers, Ms. Schafer</div>
<div>207 (1) (2) Calculus III 1</div>	<div>Indeterminate forms, improper integrals and infinite series. Differentiation and integration of power series. Curves and elementary differential geometry. Introduction to differential equations. Prerequisite: same as for 203.</div> <div>The Staff</div>
<div>208 (1) (2) Calculus IV 1</div>	<div>Functions of several real variables. Partial differentiation. Multiple and iterated integration. Line integration and Green's theorem. Prerequisite: 207 or permission of the instructor.</div> <div>Mr. Wilcox, Mr. Norvig</div>



<b>210 (2)</b> <b>Differential</b> <b>Equations</b> <b>1</b>	<p>An introductory course in ordinary differential equations.  Prerequisite: 206 and 207, or 207 and permission of the instructor.</p> <p>Ms. Stehney</p>	Mathematics
<b>249 (1)</b> <b>Selected Topics</b> <b>1</b>	<p>Topic for 1973-74: Combinatorics. Elementary counting functions (binomial, multinomial, Sterling, Fibonacci numbers); partition problems (partitions of an integer, standard tableaux); matching theory (the marriage problem, Latin squares, matrices of 0's and 1's); inversion formulas (principle of inclusion-exclusion, Möbius function); other topics as time permits.  Topic for 1974-75: Geometry.  Prerequisite: 111 or permission of the instructor.</p> <p>Mr. Shultz</p>	201
<b>302 (1-2)</b> <b>Elements of</b> <b>Analysis</b> <b>1 or 2</b>	<p>Point set theory; study of convergence, continuity, differentiation and integration in finite dimensional Cartesian spaces. One unit of credit may be given for the first semester.  Prerequisite: 206 and 208.</p> <p>Mr. Norvig, Mr. Myers</p>	
<b>305 (1-2)</b> <b>Modern Algebraic</b> <b>Theory</b> <b>1 or 2</b>	<p>Introduction to algebraic systems including groups, rings, integral domains, fields, abstract vector spaces. One unit of credit may be given for the first semester.  Prerequisite: same as for 302.</p> <p>Ms. Schafer, Mr. Shultz</p>	
<b>307 (2)*</b> <b>Topology</b> <b>1</b>	<p>An introduction to abstract point-set and algebraic topology. Topological spaces, compactness, connectedness, continuity. Topics taken from metric spaces, product spaces, separation axioms, convergence, homotopy theory, manifolds, and simplicial homology.  Prerequisite: 302 (1).</p> <p>Not offered in 1973-74.</p>	



Mathematics	<b>309 (2)* Foundations of Mathematics 1</b>	<p>The set-theoretic foundations of modern mathematics. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Prerequisite: 302 (1) or 305 (1) or permission of the instructor.</p> <p>Mr. Wilcox</p>
202	<b>310 (2) Functions of a Complex Variable 1</b>	<p>Elementary functions and their mapping properties; integration theory; series expansions of analytic functions. Prerequisite: 302 (1).</p> <p>Mr. Blumenthal</p>
	<b>349 (1) Selected Topics 1</b>	<p>Consideration of selected topics in mathematics. Prerequisite: 302 (1) or 305 (1). To be offered in 1974-75.</p> <p>Not offered in 1973-74.</p>
	<b>350 (1) (2) Research or Individual Study 1 or 2</b>	<p>Open to juniors and seniors by permission.</p>
	<b>370 (1-2) Honors Program 2</b>	<p>Required of honors candidates who choose to do honors research.</p>

**Directions for Election**

A major in mathematics must include the first semester of 302 and of 305, and either the second semester of 302 or 310.

Courses 100 and 102 may not be counted toward the major. Students planning to elect both units of either 302 or 305 should take both units in the same year.

Students expecting to do graduate work in mathematics should elect the second semester of 302 and of 305, 310, and 349. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

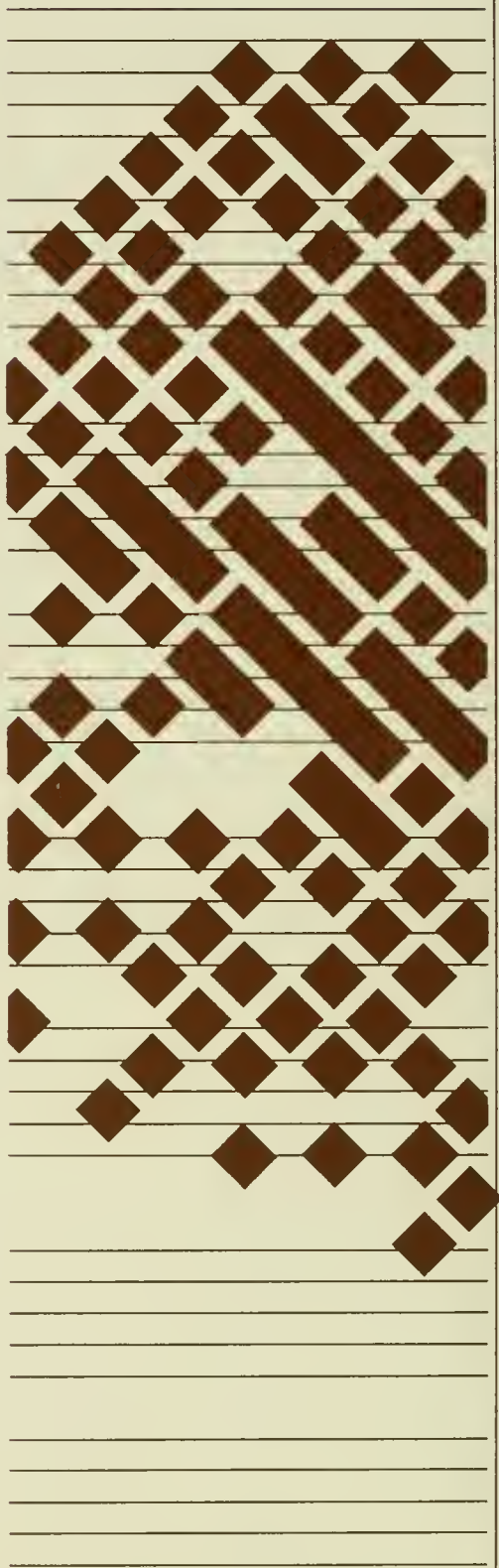
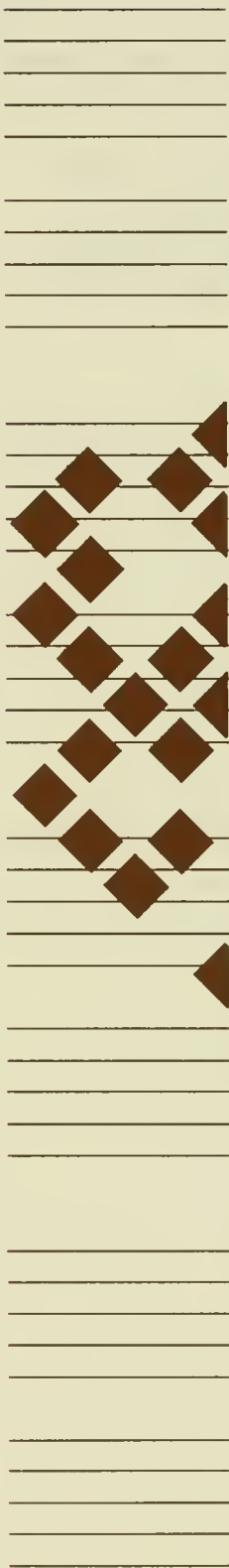
Students who expect to teach at the secondary school level are advised to elect the second semester of 302 or a course in geometry, and 310.

Majors who may be practice teaching in their senior year should elect 302 (1-2) or 302 (1) and 310 (2) not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department.

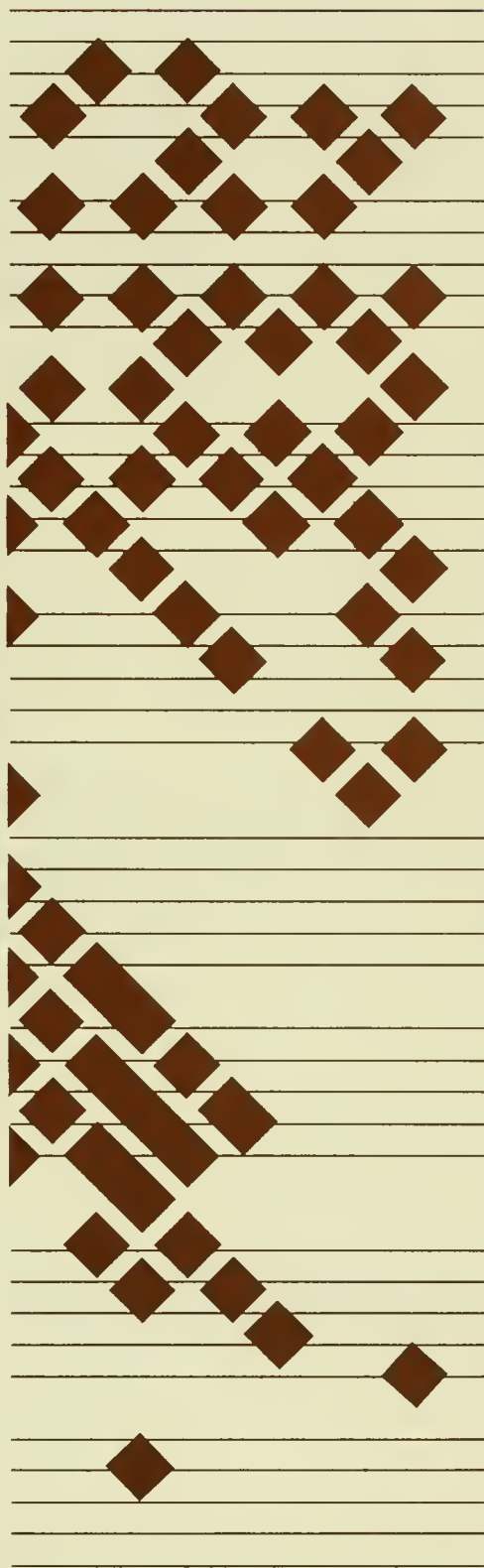
**Placement in Courses and Exemption Examinations**

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 206 and 207; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 206 and 208.

Examinations for exemption from one or two courses in mathematics to satisfy partially the college requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 110 and 111. If students pass both 110 and 111 examinations, they will receive exemption from two units in mathematics; if they should pass the 110 examination only, they will receive exemption from one unit in mathematics. Exemption examinations are not offered for 100 and 102.



# Music



Professor:  
Lamb

Associate Professor:  
Herrmann, Jander (Chairman)

Assistant Professor:  
Barry<sup>a</sup>

Instructor:  
Kelly, Fisk

Lecturer:  
Windham<sup>3</sup>, Isaacson<sup>3</sup>, Cooke<sup>3</sup>

Instructor in Performing Music:  
Zighera (cello), Goetze (piano), Taylor (organ), Pappoutsakis (harp), Preble (flute and baroque flute), Vivian (organ), O'Donnell (voice), Hedberg (viola), Moss (piano), Odiaga (harpsichord), Plaster (bassoon and Assistant in Chamber Music), Hartzell (viola da gamba and Assistant in the Collegium Musicum), Stevens (piano), Moran (horn), Stuart (clarinet), Linfield (recorder, krummhorn, and Assistant in the Collegium Musicum), R. Cook (trumpet and cornetto), Roth (oboe and baroque oboe), Speyer (oboe), Cirillo (violin and Director of Chamber Music)

**101 (1-2)**  
**Introductory**  
**Course**  
**1 or 2**

The fundamentals of musicianship. Development of reading and listening skills. Introduction to traditional harmony. One unit of credit may be given for the first semester. Three periods: one lecture and two section meetings. Open to all students.

Mr. Fisk

**103 (1-2)**  
**Introduction to**  
**the Literature**  
**of Music**  
**1 or 2**

A survey course designed to develop musical understanding, insight, and powers of observation through the study of music of various styles and periods. A previous knowledge of music is not required. One unit of credit may be given for the first semester. Not to be counted toward the major in music. Two periods of lecture and one section meeting. Open to sophomores, juniors, and seniors who have taken not more than one unit in music, and to freshmen with the permission of the chairman of the department.

Mr. Kelly, Mr. Jander

**106 (2)**  
**Afro-American**  
**Music**  
**1**

A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Open to all students.

Mr. Windham

**200 (1-2)**  
**Design in Music**  
**2**

A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. Three periods.  
 Prerequisite: 101.

Mr. Jander

Music	<b>203 (1-2)</b> <b>Counterpoint</b> <b>2</b>	Two- and three-part writing. Analysis. Prerequisite: 101.  Mr. Cooke
208	<b>208 (1)*</b> <b>The Baroque</b> <b>Era</b> <b>1</b>	Studies in the music of the 17th and early 18th centuries with emphasis on the works of Bach and Handel. Not to be counted toward the major in music. Prerequisite: 101 or 103.  Mr. Herrmann
	<b>209 (1)*</b> <b>The Classical</b> <b>Era</b> <b>1</b>	Studies in the music of Haydn, Mozart, and Beethoven. Not to be counted toward the major in music. Prerequisite: 101 or 103.  Not offered in 1973-74.
	<b>210 (2)*</b> <b>The Romantic</b> <b>Era</b> <b>1</b>	Analysis of representative compositions of the 19th century. Not to be counted toward the major in music. Prerequisite: 103 or 200 or 209.  Not offered in 1973-74.
	<b>214 (2)*</b> <b>The Twentieth</b> <b>Century</b> <b>1</b>	An introduction to contemporary music. Not to be counted toward the major in music. Prerequisite: 103 or 200 or 208 or 209.  Mr. Kelly

<b>303 (1)</b> <b>The Middle Ages</b> <b>and the</b> <b>Renaissance</b> <b>1</b>	<p>Topics in medieval music: liturgical drama; poetical and musical structures in the 13th century motet; the poet Guillaume de Machault as musician. Emphasis on live performance. Prerequisite: 200.</p> <p>Mr. Kelly</p>	<p>Music</p>
<b>307 (2)</b> <b>The Opera</b> <b>1</b>	<p>A study of operatic forms, styles, and traditions from the time of Mozart to the present. Prerequisite: two Grade II units in the literature of music.</p> <p>Mr. Herrmann</p>	<p>209</p>
<b>312 (1-2)</b> <b>Harmony</b> <b>2</b>	<p>The figured bass. Harmonization of melodies. Analysis. Three periods. Prerequisite: 203.</p> <p>Mr. Lamb</p>	
<b>316 (1-2)</b> <b>Introduction to</b> <b>Composition</b> <b>2</b>	<p>Advanced studies in theory. The principles of instrumentation. Composition for small ensembles. Prerequisite: 312 and 320.</p> <p>Not offered in 1973-74.</p>	
<b>319 (1)*</b> <b>Seminar.</b> <b>The Nineteenth</b> <b>Century</b> <b>1</b>	<p>Normally a different topic each year offered. Open to students who have taken 200 and who have taken or are taking 312.</p> <p>Not offered in 1973-74.</p>	



Music	<b>320 (2)* Seminar.</b> <b>The Twentieth Century</b> <b>1</b>	<p>Normally a different topic each year offered.</p> <p>Prerequisite: same as for 303.</p> <p>Not offered in 1973-74.</p>
210	<b>321 (1)* Seminar.</b> <b>The Age of Bach and Handel</b> <b>1</b>	<p>Topic for 1973-74: The concerto principle as expressed in the instrumental and vocal music of the era.</p> <p>Prerequisite: same as for 319.</p> <p>Mr. Herrmann</p>
	<b>322 (2)* Seminar.</b> <b>The Classical Era</b> <b>1</b>	<p>Topic for 1973-74: The string quartets of Beethoven.</p> <p>Prerequisite: same as for 319.</p> <p>Mr. Lamb</p>
	<b>344 (1) (2) Performing Music</b> <b>1 or 2</b>	<p>Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week. Open on recommendation of the instructor to qualified juniors and seniors who have taken or are taking 200. (See Directions for Election.)</p> <p>The Staff</p>
	<b>350 (1) (2) Research or Individual Study</b> <b>1 or 2</b>	<p>Directed study in theory, orchestration, composition, or the history of music. Open to qualified juniors and seniors by permission.</p>

<b>370 (1-2) Honors Program 2 to 4</b>	<p>Required of all honors candidates in the department.</p>	<p>Music</p>
<b>Directions for Election</b>	<p>A major in music includes 101, 200, 203, and 312. At least two units of additional study at the Grade III level are strongly recommended.</p> <p>Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.</p> <p>Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the music department's various performing organizations.</p> <p>Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in Music 203 and 312.</p>	<p>211</p>
	<p><b>Performing Music</b></p>	
<b>Private Instruction</b>	<p>The music department makes arrangements for private instruction in voice, piano, organ, harpsichord, harp, violin (baroque and modern), viola, cello, viola da gamba, flute (baroque and modern), oboe (baroque and modern), clarinet, bassoon, trumpet, French horn, recorder, cornetto, lute, and guitar (classical and modern).</p>	

Students who contract for performing music instruction are charged at the rate of \$210 for a half-hour private lesson per week throughout the year. An additional fee of \$25 per year is charged to all performing music students for the use of a practice studio for one period daily. The fee for the use of a practice studio for harpsichord and organ is \$35. Performing music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the chairman of the department of music.

Special arrangements can be made for group instruction in viola da gamba or recorder, but for a single semester only. The fee is \$80 for the semester for a one-hour group lesson per week.

All students at Wellesley who take lessons in performing music are required to take the first semester of Music 101 (basic theory) or gain exemption.

Arrangements for lessons in performing music are made at the department office during the first week of the semester.

#### **Academic Credit**

A maximum of four units of academic credit for performing music is available during the junior and senior year to advanced students who are admitted to the 344 program. In order to be admitted to this special program the student must be recommended by the instructor, must perform a successful audition before the department faculty, and must take two Grade III units of literature study.

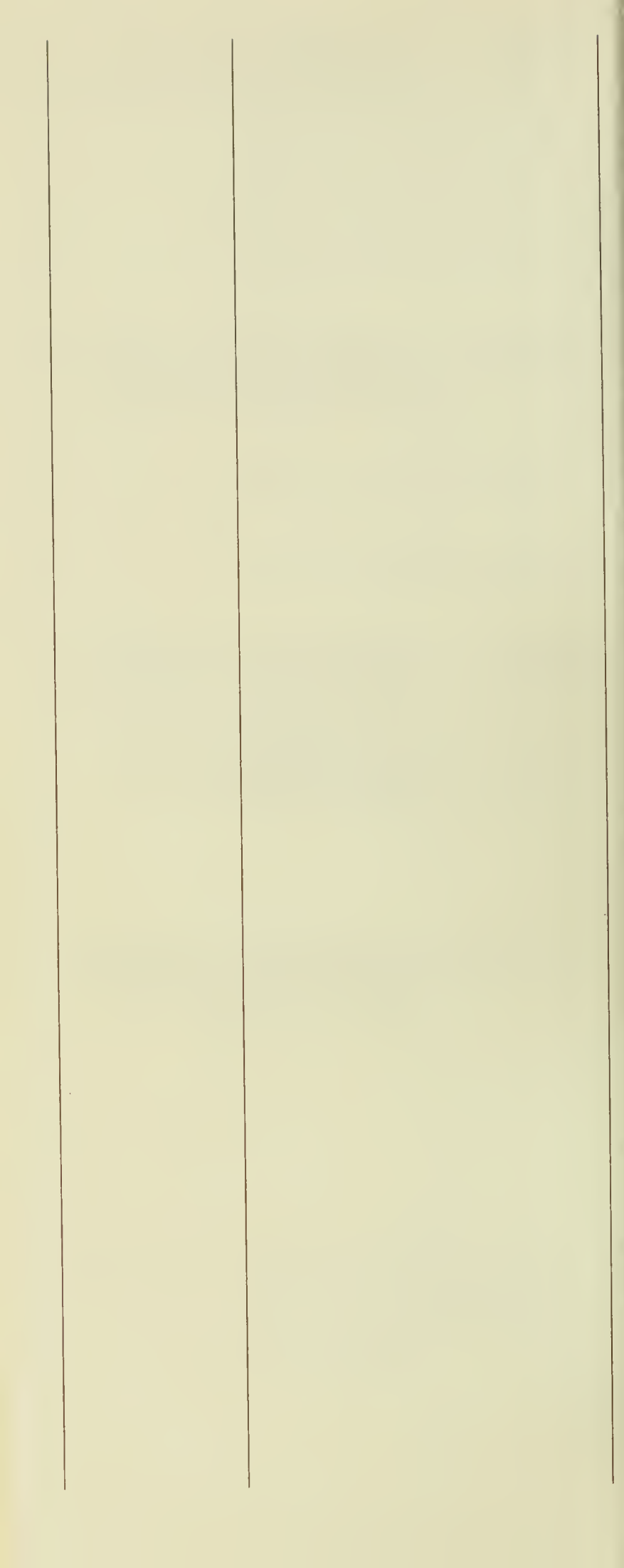
#### **Performing Organizations**

The following five organizations are a vital extension of the academic program of the Wellesley music department:

#### **The Wellesley College Choir**

The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

<p>The Wellesley Madrigals</p>	<p>The Madrigals is a chamber chorus of about twenty-five mixed voices. The organization elects its own student director.</p>	<p>Music</p>
<p>The Chamber Music Society</p>	<p>The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.</p>	<p>213</p>
<p>The Collegium Musicum Wellesliensis</p>	<p>The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments: harpsichords, recorders, krummhorns, violas da gamba, baroque violins, baroque and renaissance flutes, baroque oboe, cornetto, sackbut, and lute.</p>	
<p>The MIT Orchestra</p>	<p>Through the Wellesley-MIT cross-registration program students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.</p>	





Professor:  
Stadler (Chairman)

Associate Professor:  
Putnam, Congleton

Assistant Professor:  
Shue<sup>a</sup>

Instructor:  
Cook, Menkiti

**101 (1) (2)**  
**Plato's Dialogues**  
**as an Introduction**  
**to Philosophy**  
**1**

An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern. Open to all students.

The Staff

**109 (1) (2)**  
**Problems for**  
**Twentieth Century**  
**Philosophy**  
**1**

Problems pertaining to the nature of man and his moral and/or social commitments as these present themselves to philosophers reflecting upon life in the 20th century. Readings primarily (but not exclusively) from the contemporary philosophical literature, selected to illustrate and explain significant differences among present-day approaches. Open to junior and senior majors by permission of the instructor, and to all other students without prerequisite. A special section will be arranged in the first semester for junior and senior nonmajors.

The Staff

217

**150 (1)**  
**Colloquium**  
**1**

For directions for applying see p. 325. Open by permission to a limited number of freshman and sophomore applicants.

**(1)**  
 The views of  
 Hobbes, Locke,  
 Rousseau, Mill,  
 and Lenin

Discussion will center on whether some states are better than others, whether revolutions are ever justified, whether there will always be a state, whether the state should enforce a particular morality.

Mr. Menkiti



**200 (1) (2)**  
**Modern Sources**  
**of Contemporary**  
**Philosophy**  
**1**

A study of the work of Descartes, Hume, and Kant intended as an introduction to contemporary concerns in philosophy through a consideration of their formation in the work of the post-Renaissance philosophers most cited in current discussion. Some attention will also be given to Rousseau and Vico. The course is intended as preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy. Open to all students except freshmen in the first semester and students who have taken 207 or 208.

Ms. Congleton

201 (2)  
Plato  
1

A study of Platonic dialogues chosen from the early, middle, and late periods of his work intended to consider Plato both as the successor of Socrates and the predecessor of Aristotle. Some reading of Aristotle will also be included. Open to sophomores, juniors, and seniors except those who have taken 101.

Ms. Cook

203 (1) (2)  
Philosophy of Art  
1

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

204 (1) (2)  
Philosophy of  
Language  
1

An investigation of man as the unique user of language. The relationship of language capacity to rationality and morality will also be considered. Readings for the first half of the course will include Whorf, Skinner, Chomsky, Piaget, and Vygotsky; for the second half, Wittgenstein.  
Prerequisite: same as for 203.

Ms. Congleton

<b>206 (2)</b> <b>Moral Philosophy</b> <b>1</b>	An examination of the methods by which we arrive at intelligent moral decisions and of the nature of justice and moral responsibility as discussed by major modern and contemporary philosophers. Application to current moral problems. Prerequisite: same as for 203.  Mrs. Putnam	Philosophy  219
<b>207 (1)</b> <b>The Development of Philosophy in the Seventeenth Century</b> <b>1</b>	The evolution of Continental Rationalism and the beginnings of British Empiricism presented through a detailed study of the major philosophers of the early modern period: Descartes, Hobbes, Spinoza, Locke. These developments in philosophy viewed in the context of the intellectual history of the time. This course has as its natural sequent 208. Open to all students.  Mr. Menkiti	
<b>208 (2)</b> <b>The Development of Philosophy in the Eighteenth Century</b> <b>1</b>	The evolution of British Empiricism presented through a study of its major representatives: Locke, Berkeley, Hume. Some consideration of Kant's response. These developments in philosophy viewed in the context of the intellectual history of the time. Prerequisite: 200 or 207 or permission of the instructor.  Mrs. Stadler	
<b>211 (1)</b> <b>Philosophy of Religion</b> <b>1</b>	An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions. Prerequisite: same as for 203.  Mr. Menkiti	
<b>215 (2)</b> <b>Consciousness, Ideology and Knowledge</b> <b>1</b>	What factors influence the formation of an individual's beliefs? Theses in the sociology of knowledge. Readings in Marx, Weber, Morton White, and others. Prerequisite: same as for 203.  Mrs. Putnam	

Philosophy	<p><b>216 (1)</b>  <b>Logic</b>  <b>1</b></p>	<p>An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. Open to sophomores, juniors, and seniors, and to freshmen by permission of the instructor.</p> <p>Mrs. Putnam</p>
220	<p><b>218 (1)</b>  <b>History of Science I</b>  <b>1</b></p>	<p>For description and prerequisite see Extradepartmental 218.</p>
	<p><b>219 (2)</b>  <b>History of Science II</b>  <b>1</b></p>	<p>For description and prerequisite see Extradepartmental 219.</p>
	<p><b>220 (1)</b>  <b>History of Modern Philosophy from the Renaissance to Kant</b>  <b>1</b></p>	<p>A study of the development of modern philosophical approaches to knowledge, man, nature, and society. The course will begin with a brief consideration of Thomas Aquinas as representative of the approach to which the moderns contrasted themselves, and it will assume previous study of Descartes, Hume, and Kant. This background will then be used in studying the development of modern thinking through Machiavelli, Galileo, Bacon, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Rousseau. Emphasis will be on close reading and discussion of selected major texts, but attention will also be given to the cultural and political context of the philosophers studied. Not open to students who have taken 207 or 208. Prerequisite: 200 or other previous study of Descartes, Hume, and Kant accepted by the instructor as equivalent. To be offered in 1974-75.</p> <p>Not offered in 1973-74.</p>

**221 (2)**  
**History of Modern**  
**Philosophy from**  
**Kant to the Early**  
**Twentieth Century**  
**1**

A continuation of Philosophy 220 through the study of Hegel, Schopenhauer, Kierkegaard, Bentham, Mill, Marx, Nietzsche, and Russell.  
 Prerequisite: 220. To be offered in 1974-75.

Not offered in 1973-74.

**249 (2)**  
**Feminist Theories**  
**1**

Theories of the oppression and liberation of women. The course will deal with different definitions and characterizations of women's oppression as well as formulations of feminist goals and strategies in terms of developed accounts of oppression. We will consider underlying assumptions and theories in work on this subject by philosophers and others.  
 Prerequisite: same as for 203.

Ms. Cook

**302 (2)**  
**Introduction to**  
**African Philosophy**  
**1**

For description and prerequisite see Extradepartmental 302.

**326 (1)**  
**Seminar.**  
**The Philosophy of**  
**Space and Time**  
**1**

A consideration of major topics in contemporary philosophy of science which arise from the development of non-Euclidean geometries and the theory of relativity. Other sciences may be referred to insofar as they throw light on these topics. Open to qualified juniors and seniors by permission of the instructor.

Mrs. Putnam

**327 (1)**  
**Selves, Others, and**  
**Other Things**  
**1**

Important philosophical questions about the nature and knowability of human beings, ourselves included; the contrasts between these questions and ones regarding material things.  
 Prerequisite: same as for 326.

Mrs. Stadler

Philosophy	<b>328 (2) Seminar. Wittgenstein 1</b>	Intensive study in the philosophy of Wittgenstein with some consideration of his position in the evolution of 20th century philosophy. Prerequisite: same as for 326.  Ms. Congleton
222	<b>333 (2) Major Turning Points in Philosophic Thought from Kant to Merleau-Ponty 1</b>	The course will open with some discussion of the nature of Kant's achievement. In studying major figures of the 19th and 20th centuries, the emphasis will be on discerning the continuities and discontinuities in the aims and procedures of philosophical inquiry since Kant's time. Prerequisite: 200 or 208.  Mrs. Stadler
	<b>338 (2) Seminar. Social Philosophy 1</b>	Topic for 1973-74: Compensatory justice. Comparison of some selected conceptions of justice and consideration of such questions as the feasibility of transgenerational reckoning and the problems of taking groups rather than individuals as units of compensation. Readings will be taken from analytical and moral philosophy, and from the field of law. Prerequisite: same as for 326.  Mr. Menkiti
	<b>350 (1) (2) Research or Individual Study 1 or 2</b>	Open to juniors and seniors by permission.
	<b>370 (1-2) 2 to 4</b>	Required of all honors candidates in the department.

**Directions for Election**

Philosophy majors are expected to elect courses in at least two of the following fields: (1) logic or the philosophy of science (2) history of philosophy, ancient or modern (3) value theory, i.e., moral or political philosophy, or the philosophy of art. Students planning graduate work in philosophy are strongly advised to elect courses in all three fields, and, in particular, in logic.

In addition, students majoring in philosophy should develop a special competence either in the work of one major philosopher or in one problem of contemporary concern. Such competence may be demonstrated by passing a course on the Grade III level with an honors grade, by 350 work, or by submitting a substantial paper. Special arrangements can be made for students with strong interdepartmental interests.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.



# Physical Education





Associate Professor:  
Vaughan (Chairman)

Assistant Professor:  
Cochran, Trexler, Parks, Burling, Batchelder

Instructor:  
Jordan, Holland, Wiencke, Brown

**121 (1-2)  
Physical Education  
Activities**

The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points before the end of the junior year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 1 credit point each season, but certain activities give 2 or more credit points as noted below. Each activity is divided into classes to provide instruction in homogeneous groups. Complete descriptions of courses are sent to entering students. Special fees are charged for a few courses and are listed in the course descriptions. The total program of activities offered in 1973-74 follows.

		Credit points
(1) Scheduled throughout the first semester	Elementary gymnastics	2
	Elementary modern dance	2
	Elementary swimming	2
	First aid	3
	Human performance	4
	Life saving and aquatic safety	3
	Modern/Ballet for experienced dancers	2
	Modern dance as related to other art forms	4
	Self-defense	2
	Water safety instructor and aquatic leadership	4

**Season 1.  
Scheduled in first  
half of first  
semester**

Ballet, canoeing,  
crew, diving, golf,  
hiking and back-  
packing, horseback  
riding, independent  
programs, indi-  
vidual exercise  
activities, jazz,  
swimming, tennis,  
volleyball

Each activity 1

Mask-fin-snorkel,  
recreational leader-  
ship, sailing

Each activity 2

**Season 2.  
Scheduled in  
second half of first  
semester**

Badminton, ballet,  
diving, fencing,  
folk dance, gym-  
nastics, horseback  
riding, independent  
programs, indi-  
vidual exercise  
activities, jazz,  
squash, swimming,  
trampoline, volley-  
ball, yoga

Each activity 1

Scuba

2

Seminar, Sport  
in society

2

(2) Scheduled throughout second semester	Elementary modern dance		2	Physical Education  229
	Elementary swimming		2	
	First aid		3	
	History of dance		4	
	Intermediate gymnastics		2	
	Intermediate yoga		2	
	Life saving and aquatic safety		3	
	Modern/Ballet for experienced dancers		2	
	Self-defense		2	
	Water safety instructor and aquatic leadership		4	
Season 3. Scheduled in first half of second semester	Badminton, diving, contemporary jazz dance, fencing, gymnastics, inde- pendent programs, individual exercise activities, skiing, squash, swimming, trampoline, volley- ball	Each activity	1	
	Mask-fin-snorkel, ski instructor	Each activity	2	
Season 4. Scheduled in second half of second semester	Archery, canoeing, crew, hiking and backpacking, horseback riding, independent pro- grams, swimming, tennis, volleyball, water safety in- structor refresher	Each activity	1	
	Sailing, scuba	Each activity	2	
	Seminar. Sport in society		2	

**Directions for Election**

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department a student may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with the permission of the department.



Professor:  
Guernsey<sup>a</sup>, Fleming

Associate Professor:  
Brown (Acting Chairman)

Assistant Professor:  
Hicks, von Foerster<sup>3</sup>

Unless otherwise noted all courses meet for two periods of lecture and discussion weekly and all Grade I and Grade II courses have one three-hour laboratory appointment weekly.

**100 (1)**  
**Basic Concepts**  
**in Physics**  
**1**

Forces, fields, conservation laws, waves, atomic structure. Two periods weekly with a third period every other week. Three and one-half hour laboratory appointments in alternate weeks. Open to all students.

Miss Fleming

**101 (2)**  
**Physics Today**  
**1**

Discussion of some of the basic problems arising in contemporary physics. Each student will write a final paper applying physical principles to a particular field of interest. Laboratory in alternate weeks. Open to all students.

Miss Fleming

**103 (1)**  
**Fundamental**  
**Physics I**  
**1**

Elementary mechanics, introduction to modern physics including special relativity. Two periods weekly with a third period every other week. Open to students who offer physics for admission and who are not eligible for 110.

**106 (2)**  
**Fundamental**  
**Physics II**  
**1**

Wave phenomena, optics, electric circuits. Two periods weekly with a third period every other week. Prerequisite: 100 or 103 or, by permission, [105] or 110, and Mathematics 108 or 110.

Miss Brown

**110 (1)**  
**Advanced General**  
**Physics**  
**1**

Mechanics, wave motion, optics, electricity and magnetism. Two periods weekly with a third period every other week. Open to students who have completed Mathematics 111, or to students who offer physics for admission and are taking Mathematics 108 or 111.

Mr. von Foerster



Physics	<b>200 (2)*</b> <b>Modern Physics</b> <b>1</b>	<p>Basic principles of relativity and quantum theory, and of atomic and nuclear structure.</p> <p>Prerequisite: [105] or 106 or 110. Prerequisite or corequisite: Mathematics 111.</p> <p>Miss Fleming</p>
234	<b>201 (2)</b> <b>Electricity</b> <b>1</b>	<p>Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments. Prerequisite: [105] or 106 or 110, and Mathematics 111.</p> <p>Ms. Hicks</p>
	<b>202 (1)</b> <b>Optical Physics</b> <b>1</b>	<p>Wave theory as applied to optical phenomena. Interference, diffraction, birefringence, polarization, dispersion. Introduction to modern optics including lasers and holography.</p> <p>Prerequisite: same as for 201.</p> <p>Miss Brown</p>
	<b>204 (1)</b> <b>Mechanics</b> <b>1</b>	<p>Statistics and dynamics including rotational motion, with emphasis on the solution of problems. Two periods weekly with a third period every other week. No laboratory.</p> <p>Prerequisite: same as for 201.</p> <p>Ms. Hicks</p>
	<b>206 (1)*</b> <b>Electronics</b> <b>1</b>	<p>Fundamental principles of electron tubes and transistors; application to power supplies, amplifiers, oscillators, modulators. Introduction to nonlinear electronic circuits.</p> <p>Prerequisite: 201.</p> <p>Not offered in 1973-74.</p>

<b>216 (1)</b> <b>Applications of</b> <b>Mathematics in the</b> <b>Physical Sciences I</b> <b>1</b>	For description and prerequisite see Extradepartmental 216.	Physics
<b>217 (2)</b> <b>Applications of</b> <b>Mathematics in the</b> <b>Physical Sciences II</b> <b>1</b>	For description and prerequisite see Extradepartmental 217.	235
<b>249 (2)*</b> <b>Selected Topics</b> <b>1</b>	Normally a different topic each year. Prerequisite: same as for 201.  Not offered in 1973-74.	
<b>305 (2)*</b> <b>Thermodynamics</b> <b>1</b>	The laws of thermodynamics; kinetic theory of gases; statistical mechanics. Prerequisite: [105] or 106 or 110, and 217 or Mathematics 208.  Not offered in 1973-74.	
<b>306 (1)</b> <b>Advanced</b> <b>Mechanics</b> <b>1</b>	A vector analytical presentation of New- tonian mechanics; introduction to Lagrangian and Hamiltonian mechanics. Prerequisite: 204, and 217 or Mathe- matics 208.  Miss Fleming	

Physics	<b>309 (1) (2)</b> <b>Advanced</b> <b>Experimental</b> <b>Physics</b> <b>1</b>	<p>Fundamental experiments selected from different areas of physics. Two laboratory appointments per week. Offered in both semesters, given in only one. Open by permission.</p> <p>The Staff</p>
236	<b>314 (2)</b> <b>Electromagnetic</b> <b>Theory</b> <b>1</b>	<p>Maxwell's equations; electromagnetic waves and radiation; physical optics. Prerequisite: 201 and 306.</p> <p>Miss Brown</p>
	<b>321 (1)</b> <b>Quantum</b> <b>Mechanics</b> <b>1</b>	<p>Interpretative postulates of quantum mechanics; solutions to the Schroedinger equation; operator theory; perturbation theory; scattering; matrices. Prerequisite: 217 or Mathematics 210. In addition, one unit of Grade II physics, or permission of the instructor. Physics 306 is recommended.</p> <p>Ms. Hicks</p>
	<b>349 (2)</b> <b>Selected Topics</b> <b>1</b>	<p>Topic for 1973-74: Nuclear and elementary particle physics. Nuclear models; radioactive decay; scattering theory; nuclear reactions; elementary particle properties and interactions. Prerequisite: 321 or permission of the instructor.</p> <p>Ms. Hicks</p>
	<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	<p>Open by permission to juniors and seniors.</p>

**370 (1-2)  
Honors Program  
2 to 4**

Required of all honors candidates in the department.

**Directions for  
Election**

A major in physics should ordinarily include 201, 202, 204, 306, 314 and 321; 217 or Mathematics 208 is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

Premedical students are referred to the requirements given on p. 61.

**Exemption  
Examination**

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

[illegible]



Professor:  
Stratton, Evans<sup>a</sup>

Associate Professor:  
Miller<sup>a</sup>, Schechter (Chairman)

Assistant Professor:  
Stettner, Just<sup>a</sup>, Baras

Instructor:  
Ellertson, Arterton, Leigh

Lecturer:  
Morgan

**100 (1) (2)**  
**Political Science**  
**and Modern**  
**Politics**  
**1**

Introduction to the study of political science, including American and comparative politics, international relations, public law, and political theory. Weekly lectures and discussion sections in the first half of the semester. The second half of the semester is conducted in small seminars each exploring a particular problem. In 1972-73 seminar topics were: explaining international crises, political obligation and civil disobedience, radical alternatives to liberalism, politics of poverty, elite-mass relations in Latin America, ethnic politics. Topics for 1973-74: To be announced. Open to all students.

The Staff

**Comparative Politics**

**201 (1)**  
**The Variety of**  
**Regimes**  
**1**

A comparison of various types of regimes, including both historical and contemporary examples. Discussion of the goals of each regime, its theoretical basis or ideology, method of leadership selection, and the formal and informal machinery of government. Case studies will draw on the experience of Greek city-states, parliamentary democracies, and selected communist and fascist states. Special attention will be given to the problem of changing a regime through reform or revolution.

Prerequisite: one unit in political science or two units in anthropology, economics, history, psychology, or sociology, or permission of the instructor.

Mr. Baras



**204 (2)**  
**Comparative**  
**Politics of the**  
**Developing Areas**  
**1**

Study of selected aspects of African, Asian, and Latin American political systems, with emphasis upon use and evaluation of analytical concepts in recent literature; political change, national integration, and legitimization among problems considered. Not open to students who have taken [200].  
 Prerequisite: same as for 201.

Not offered in 1973-74.

**205 (1)**  
**Politics of**  
**Western Europe**  
**1**

An exploration of the political, economic, and social challenges confronting European industrial democracies in an era of rapid technological change. Emphasis on the politics and societies of Britain, France, Germany, and Italy, with additional examples drawn from the experience of the Benelux and Scandinavian countries. The evolution of parties, interest groups, parliaments, and bureaucracies will be considered in the contexts of both domestic politics and regional integration. Prerequisite: same as for 201.

Mr. Leigh

**207 (1)**  
**Politics of Latin**  
**America**  
**1**

Study of politics in selected Latin American states including Argentina, Brazil, Chile, and Mexico, treating dynamics of power development, reform and revolution, foreign policy, and factors underlying policy formation. Prerequisite: same as for 201; by permission to qualified students who have taken Spanish.

Not offered in 1973-74.

**209 (2)**  
**Politics of**  
**Subsaharan Africa**  
**1**

An examination of the problems of decolonization, national integration, and mobilization in selected African states, including Ghana, Nigeria, Ivory Coast, Tanzania, and Zaïre. Prerequisite: same as for 201.

Not offered in 1973-74.

<b>300 (2)</b> <b>Politics of South and East Asia</b> <b>1</b>	<p>The study of national and international politics in Asia with particular reference to India, China, and Japan. Special attention will be given to the theory of politics in the national setting of these three countries and in the special context of Asian international relations. Stress upon the impact of society, culture, and modernization upon politics and governmental institutions. Not open to students who have taken [306]. Prerequisite: same as for 201.</p> <p>Mr. Baras</p>	Political Science
<b>301 (1)</b> <b>Politics of the Soviet Union and Eastern Europe</b> <b>1</b>	<p>Study of politics and government in the Soviet Union and East European satellites; the interrelationship of ideology and power, leadership, political institutions, and policy formation. Not open to students who have taken [308]. Prerequisite: same as for 201.</p> <p>Mr. Baras</p>	243
<b>304 (1)</b> <b>Studies in Political Leadership</b> <b>1</b>	<p>A consideration of the theory and practice of executive leadership in selected industrial and modernizing societies. The interaction of psychology and politics will be emphasized in exploring both conceptual approaches and case studies. Individual research and student reports. Not open to students who have taken [322]. Open to students who have taken one Grade II unit in international relations or comparative politics, or by permission of the instructor.</p> <p>Not offered in 1973-74.</p>	
<b>305 (2)</b> <b>Seminar</b> <b>1</b>	<p>Open to juniors and seniors by permission of the instructor.</p> <p>Not offered in 1973-74.</p>	

## American Politics

**210 (1) (2)  
American Political  
Parties and Interest  
Groups  
1**

Analysis of the role of extragovernmental political organizations in the American political process. Organization, operation, and evaluation of political parties and interest groups; recruitment of leaders; elections and behavior of the electorate; influences on public policy formation. Prerequisite: same as for 201.

Mr. Arterton

**211 (1) (2)  
Policy-Making  
in the Federal  
Government  
1**

Study of the behavior of the President and his immediate advisors, bureaucrats, the judiciary, and members of Congress and their staffs as revealed in representative case studies of domestic and foreign policy-making. Among cases considered have been Truman's decision to resist the North Korean invasion of South Korea, the Cuban missile crisis, the steel seizure of 1952, authorization and operation of the Council of Economic Advisors, and the supersonic transport controversy. Prerequisite: same as for 201.

Mr. Stratton

**212 (1) (2)  
Urban Politics  
1**

An introduction to contemporary urban political problems emerging from racial conflict, redevelopment, community organization and action programs, poverty law and law enforcement, intergovernmental relations, and national urban policy; some consideration of methods for studying urban politics. Field work in the Boston metropolitan region is optional. Not open to students who have taken [223]. Prerequisite: same as for 201.

Mr. Ellertson

**310 (2)**  
**Political Decision-**  
**Making in the**  
**United States**  
**1**

Analysis of the policy-making process based on simulation of decision-making in executive, legislative, and/or judicial units at different levels of government in the United States. Four or five nationally important questions considered with all class members playing roles as advocates, witnesses, decision-makers, or analysts; evaluation of role-playing and extent to which relevant considerations are taken into account in reaching decisions. Prerequisite: one Grade II unit in American politics or permission of the instructor.

Mr. Schechter

**311 (1)**  
**Seminar**  
**1**

Topic for 1973-74: Public policy research on the politics of housing. A policy-oriented research seminar on contemporary legal, political, and social conflicts in the housing field. Focus on origin, development, lawmaking, administration, implementation, and judicial interpretation of housing policies by the federal and selected state governments. While the seminar will emphasize evaluation of the substance of housing policies and their specific consequences, participants will also be asked to analyze the policy process itself. Open to juniors and seniors by permission of the instructor. Prerequisite: same as for 305.

Mr. Schechter

**312 (2)**  
**Seminar**  
**1**

Normally a different topic each year. Prerequisite: same as for 305.

Not offered in 1973-74.

## International Relations

**221 (1) (2)  
World Politics  
1**

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.

Prerequisite: same as for 201.

Mr. Leigh

**222 (2)  
Comparative  
Foreign Policies  
1**

An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in western and nonwestern settings.

Prerequisite: one unit in international relations or comparative politics.

Not offered in 1973-74.

**224 (1)  
World Community  
in the Scientific  
Age  
1**

International responses to scientific and technological change will be examined in such fields as marine science and technology, environmental alteration, plant pathology and the "green revolution," and telecommunications. Emphasis will be placed on understanding the processes of decision-making and patterns of state behavior in international organizations.

Prerequisite: one unit in international relations or permission of the instructor.

Not offered in 1973-74.

**321 (2)  
The United States  
in World Politics  
1**

An examination of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Individual research and student reports.

Prerequisite: same as for 224.

Mr. Leigh

<b>323 (2) Seminar 1</b>	<p>Topic for 1973-74: Psychological aspects of international relations. Prerequisite: same as for 305.</p> <p>Mr. Leigh</p>	<p>Political Science</p>
	<p><b>Legal Studies</b></p>	<p>247</p>
<b>330 (1) (2) Law and the Administration of Justice 1</b>	<p>An introduction to the nature and functions of law; the adversary system; methods of legal development based upon an analysis of selected problems in contract, tort, and criminal law; comparison of common law and civil law systems; relation of law and politics. Open to students who have taken one Grade II unit in Group B, and by permission of the instructor to sophomores. Recommended for students who are planning to take 331 or 332.</p> <p>Mr. Morgan</p>	
<b>331 (2) The International Legal Process 1</b>	<p>Functions of law and legal institutions in the international political system, considering such matters as protection of individual rights; international criminal responsibility; domestic remedies against international wrongs; controls of uses of sea and aerospace; settlement of disputes; methods of improving compliance with international law. Selected current legal issues treated in moot court practice. Open to students who have taken 330 or two units in international relations, or by permission to other qualified students.</p> <p>Mr. Morgan</p>	

**332 (2)**  
**The Supreme**  
**Court in American**  
**Politics**  
**1**

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court; judicial review, the powers of the President and of Congress, Federal-State relations, and individual rights and liberties. Selected current legal issues treated in moot court practice.

Prerequisite: same as for 330.

Mr. Schechter

**333 (2)**  
**Seminar**  
**1**

Topic for 1973-74: International protection of human rights.

Prerequisite: same as for 305.

Mr. Morgan

**Political Philosophy and**  
**Empirical Theory**

**240 (1)\***  
**Classical and**  
**Medieval Political**  
**Thought**  
**1**

Study of political theories and doctrines of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Writings are considered in their historical context and for their relevance to modern political analysis. Not open to students who have taken [202].

Prerequisite: one unit in political science or two units in economics, history, philosophy, psychology, or sociology.

Mr. Stettner

**241 (2)**  
**Modern and**  
**Contemporary**  
**Political Thought**  
**1**

Study of political theories and doctrines from the 17th century to the present. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and representatives of contemporary schools and ideologies.

Writings are considered in their historical context and for their relevance to political analysis. Not open to students who have taken [203].

Prerequisite: same as for 240.

Mr. Stettner

**249 (1)**  
**Research Methods**  
**in Political**  
**Behavior**  
**1**

Discussion of the literature of political behavior, including public opinion, psychology of voting, and legislative decision-making in the United States and other countries. Classroom exercises will stress understanding of concepts underlying empirical analysis. Students will be introduced to the computer as a research tool and will undertake some original research as part of their course work. No previous knowledge of mathematics, statistics, or computers is required.  
 Prerequisite: same as for 201.

Mr. Arterton

**340 (1)\***  
**American Political**  
**Thought**  
**1**

An examination of political theories and doctrines which have been developed in the United States with a view toward determining their adequacy as descriptions of, and prescriptions for, American politics. Special emphasis given to the period of the framing of the Constitution, the Progressive Era, and to contemporary political beliefs and problems. Not open to students who have taken [302].  
 Prerequisite: one Grade II unit in political science, economics, history, philosophy, psychology, or sociology, or permission of the instructor.

Not offered in 1973-74.



**341 (2)**  
**Issues and**  
**Concepts in**  
**Political Theory**  
**1**

Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources. Not open to students who have taken [303].

Prerequisite: same as for 340.

Mr. Stettner

**349 (1)**  
**Seminar**  
**1**

Topic for 1973-74: Contemporary approaches to political science. A critique of the assumptions and the viability of the various approaches to political science, considering the impact of such theorists as Weber, Durkheim, Mosca, Michels, and Bentley upon Easton, Almond, Truman, and Lasswell.

Prerequisite: same as for 305.

Mr. Stettner

**350 (1) (2)**  
**Research or**  
**Individual Study**  
**1 or 2**

Open by permission to juniors and seniors.

**370 (1-2)**  
**Honors Program**  
**2 to 4**

Required of all honors candidates in the department.

**380 (1) (2)**  
**Mini Courses**  
 $\frac{1}{2}$

Intensive, six-week study of a topic of continuing or contemporary political concern, such as How Wars Begin, Race in National and International Politics, Home Rule for the District of Columbia, Law and Labor. Topics for 1973-74: Series I (1) How Wars Begin, (2) How Wars End; Series II (1) Nixon versus Congress, (2) How Bureaucrats Play Games. Open to juniors and seniors by permission of the instructor.

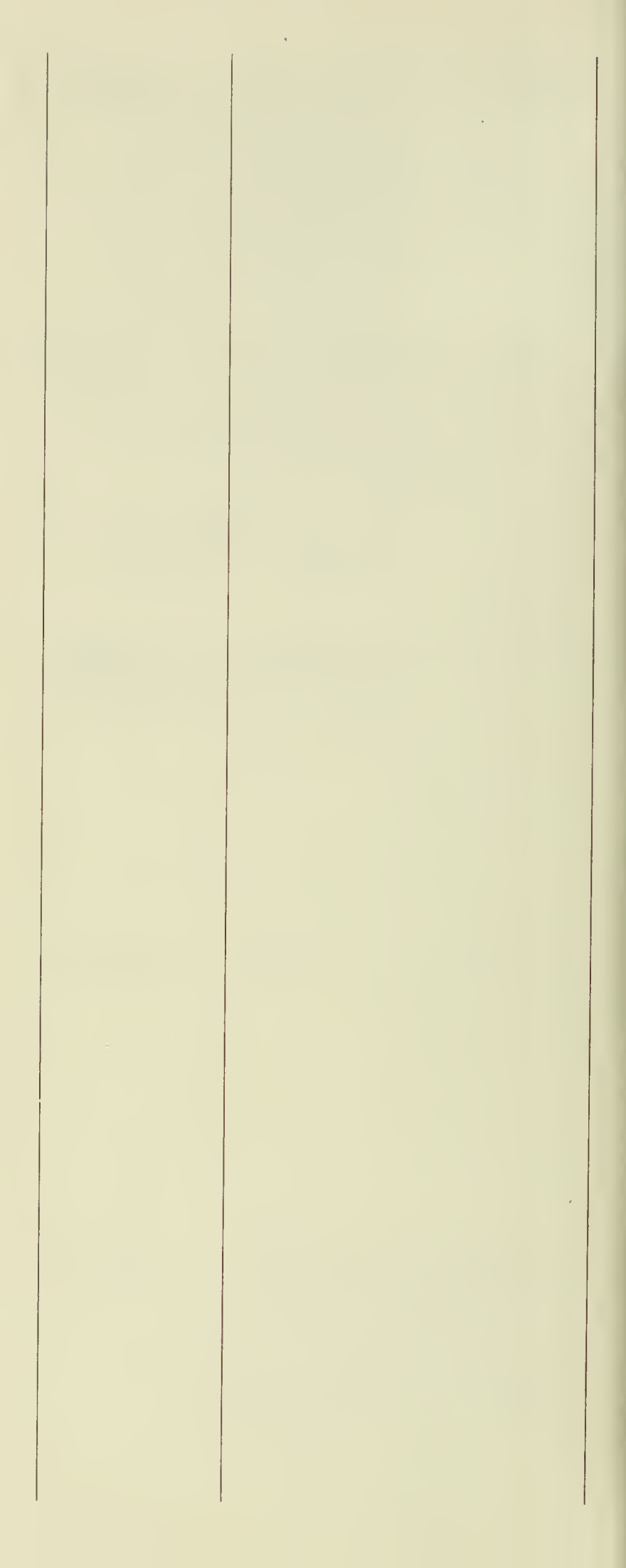
Mr. Stratton, Mr. Baras

**Directions for  
Election**

A major in political science may be broad in scope, or it may have a special focus, e.g., metropolitan regional problems, environmental politics, area studies, international politics, legal problems of minorities, political ethics. Political Science 100, which provides an introduction to the discipline of political science, is strongly recommended for students planning to major. The department offers courses, seminars, and research or independent study in five fields: American government, comparative government, international relations, legal studies, political philosophy and empirical theory. Of the eight units comprising a minimum major, two units must be taken in each of three of these five fields. At least three of these six units must be taken at Wellesley. Units taken at another institution in order to fulfill the field requirement must be approved by the department.

Graduate work in political science leading to the Ph.D. usually requires a reading knowledge of two foreign languages and, for many specialties, a knowledge of statistical techniques or an introduction to the calculus.

Students participating in the Wellesley Washington Summer Internship Program or the Wellesley Urban Politics Summer Internship Program may arrange with the respective directors to earn credit for independent study.





Professor:  
Zimmerman

Associate Professor:  
Schnall, Dickstein (Chairman)

Assistant Professor:  
Cromer, Furumoto, Schiavo, Naus

Instructor:  
Clinchy, Banik, Finison, Moore, Moore<sup>3</sup>  
O'Sullivan

Lecturer:  
Stiver<sup>3</sup>

Research Assistant:  
Eister

Teaching Assistant:  
Brewer

<b>101 (1) (2)</b> <b>Introduction to Psychology</b> <b>1</b>	Study of selected research problems from areas such as personality development, learning, and cognition to demonstrate ways in which psychologists study behavior. Open to all students.  Miss Zimmerman, Mrs. Clinchy	Psychology
<b>201 (1) (2)</b> <b>Statistics</b> <b>1</b>	The application of statistical techniques to the analysis of psychological data. Major emphasis on the use of statistics as a tool for the evaluation of published research and for use in the student's own research in more advanced courses. Laboratory. Prerequisite: 101.  Ms. Naus, Mr. Finison	255
<b>207 (1) (2)</b> <b>Child Psychology</b> <b>1</b>	A survey of child behavior and psychological development from birth through adolescence, with emphasis on infancy and early childhood. Theory and research pertaining to personality, social and cognitive development are examined. Two periods of lecture and one of discussion or observation of children. Prerequisite: 101.  Mr. Schnall, Mr. Banik	
<b>207R (1) (2)</b> <b>Research Methods in Child Psychology</b> <b>1</b>	An introduction to research methods appropriate to the study of child psychology. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking [200], 210R, or 212R. Prerequisite: 201 and 207.  Mr. Schnall, Mr. Banik	
<b>210 (1) (2)</b> <b>Social Psychology</b> <b>1</b>	The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Two periods of lecture and one of discussion. Prerequisite: 101.  Mr. Schiavo, Mr. Finison	

Psychology	<b>210R (2)</b> <b>Research Methods</b> <b>in Social</b> <b>Psychology</b> <b>1</b>	<p>An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking [200], 207R, or 212R. Prerequisite: 201 and 210.</p> <p>Mr. Schiavo</p>
256	<b>212 (1) (2)</b> <b>Personality</b> <b>1</b>	<p>Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and /or case studies. Prerequisite: 101.</p> <p>Mr. Cromer, Mr. Moore, Ms. Moore</p>
	<b>212R (1) (2)</b> <b>Research Methods</b> <b>in Personality</b> <b>1</b>	<p>An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking [200], 207R, or 210R. Prerequisite: 201 and 212.</p> <p>Mr. Dickstein, Mr. Moore</p>
	<b>217 (1) (2)</b> <b>Cognitive</b> <b>Processes</b> <b>1</b>	<p>Study of the psychology of thinking with major emphasis on experimental studies. Topics will include selected issues in reasoning, problem solving, concept attainment, memory and creative thinking. Prerequisite: 101.</p> <p>Mr. Dickstein, Mrs. Clinchy</p>
	<b>218 (2)</b> <b>Perception</b> <b>1</b>	<p>Experimental and theoretical approaches to selected topics in perception including visual space, form, and motion; speech perception; perceptual learning and development; and the role of personality variables in perception. Prerequisite: 101.</p> <p>Ms. Naus</p>

**219 (1)  
Learning  
1**

Basic problems and research findings at the human and animal levels. Among topics studied: schedules and parameters of reinforcement, discrimination, generalization, conditioned reinforcement, and behavior correlated with negative reinforcement. Prerequisite: 101.

Ms. Furumoto

**220R (2)  
Research Methods  
in Experimental  
Psychology  
1**

An introduction to research methods employed in experimental psychology including the fields of learning, perception, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory. Not open to students who have taken [209], [217R], [218R], or [219R].

Prerequisite: 101 and 201 (201 may be taken concurrently or waived by permission of the instructors); and 217 or 218 or 219.

Ms. Furumoto, Ms. Naus

**300 (1) (2)  
Seminar  
1**

Topic for 1973-74: Study of the Keller Plan method of learning and teaching, which permits a student to move through course material at her own pace. Seminar members construct materials for the Keller Plan portion of 101, act as Keller advisors to 101 students for five weeks, and later evaluate the Keller Plan work. Advantages and disadvantages of Keller Plan learning; some comparison of Keller Plan and other innovative teaching programs in colleges. Open by permission of the instructor.

Miss Zimmerman



Psychology	<b>301 (1)</b> <b>Physiological Approaches to Behavior</b> <b>1</b>	<p>An introduction to the relationship between physiological processes and aspects of human behavior such as emotion, motivation (drives, instincts), attention, learning and memory, basic sensory processes, schizophrenia, psychosomatic disorders, and aphasia. Open by permission to juniors and seniors who have taken 101 and at least two Grade II units, or by special permission of the instructor.</p> <p>Not offered in 1973-74.</p>
258	<b>303 (1) (2)</b> <b>The Psychological Implications of Being Female</b> <b>1</b>	<p>Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women, case studies; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior. Open to juniors and seniors who have taken 101 and two Grade II units.</p> <p>Ms. Furumoto, Ms. Moore</p>
	<b>306 (1)</b> <b>Emotion</b> <b>1</b>	<p>Exploration of the physiological and social causes of emotion and the behavioral consequences of emotion. Among the topics to be discussed are arousal and information processing, self-labeling, projection, and contagion. Prerequisite: 101 and two Grade II units.</p> <p>Not offered in 1973-74.</p>
	<b>307 (2)</b> <b>Adolescence</b> <b>1</b>	<p>Theory and research concerning adolescent personality and behavior development. Some examination of pathological as well as normal development. Open to juniors and seniors who have taken 101 and two Grade II units including 207 or 212.</p> <p>Mr. Cromer</p>
	<b>309 (1) (2)</b> <b>Abnormal Psychology</b> <b>1</b>	<p>Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems. Prerequisite: same as for 307.</p> <p>Mr. Cromer, Mrs. Stiver</p>

**310 (1)**  
**Group Dynamics**  
**1**

Topics to be considered include leadership, influence, group norms, decision-making, and intergroup relations. Focus on the interaction between individual behavior and group phenomena. The course includes participation in an unstructured group. Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units in psychology and/or sociology and anthropology.

Mr. Cromer

**311 (1)**  
**Seminar.**  
**Social Psychology**  
**1**

Topic for 1973-74: Psychological study of family interaction. Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Topics will include mate selection, family structure, power, decision-making, coalition formation, and conflict resolution. The approach will consider marital interaction, parent-child interaction, and the family as a unit. Some consideration given to the research methods used to study family interaction. Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 210. (The prerequisite of 210 may be waived by permission of the instructor.)

Mr. Schiavo

**312 (2)**  
**Seminar**  
**1**

Topic for 1973-74: Psychology of social conflict. The analysis of interpersonal and intergroup conflict. Topics will include game theory, bargaining, cooperation and competition, industrial conflict, and others depending upon student interest. Students will be expected to design and carry out empirical studies. Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units.

Mr. Finison

**313 (2)  
Seminar  
1**

Topic for 1973-74: Culture and development. The investigation of the influence of culture and society on cognitive and personality development. Topics will include the effects of environmental deprivation on intellectual and emotional development, experimental studies attempting to validate Freudian and Piagetian theories in nonwestern cultures, and the special problems in the development of lower class, Black children in a white, middle class society. Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units including 207.

Mr. Banik

**317 (1)  
Cognitive  
Development and  
Education  
1**

Examination of major changes in thinking from early childhood through college years. Emphasis will be upon Piaget's cognitive-developmental model of growth and its implications for education. Topics will include the role of language in the formation of concepts, "play" in relation to the development of intelligence, and ethical development in adolescence. Prerequisite: 101 and two Grade II units, including 207 or 217.

Mrs. Clinchy

**318 (1)  
The Psychology  
of Language  
1**

Problems in the psychology of language, including theories of language and its acquisition, speech perception, and the relation between language and thought. Open to students who have taken 101 and at least two Grade II units, or by permission of the instructor.

Not offered in 1973-74.

**325 (1)  
History and  
Systems of  
Psychology  
1**

The history of selected topics, issues, and systems in psychology with emphasis on reading of primary sources. Some of the following systems will be treated: Gestalt psychology, behaviorism, psychoanalysis, structuralism, and functionalism. Attention will be given to the nature of psychological explanation and the problems of objectivity in social research. Prerequisite: same as for 301.

Not offered in 1973-74.

<b>327 (2)</b> <b>Seminar.</b> <b>Child Psychology</b> <b>1</b>	<p>Topic for 1973-74: Implications of psychopathology in childhood for theory of child development. Psychodynamic, cognitive, and learning theory approaches examined in relation to selected abnormal conditions found in childhood, including mental retardation, childhood psychosis, learning disabilities, and phobias. Open by permission of the instructor to juniors and seniors who have taken 101, 207 and 212.</p> <p>Mr. Schnall</p>	Psychology
<b>328 (2)</b> <b>Seminar</b> <b>1</b>	<p>Topic for 1973-74: Socialization of the young child. Study of the influence of the school and the peer group on the young child. Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 207.</p> <p>Mrs. O'Sullivan</p>	261
<b>330 (1)</b> <b>Seminar</b> <b>1</b>	<p>Topic for 1973-74: Animal behavior. An introduction to comparative and ethological approaches to the study of behavior. Reproductive behavior of ring doves, aggressive behavior of Siamese fighting fish, and the social behavior of baboons, chimpanzees, and other non-human primates will be among the topics considered. Reading and discussion of selected experimental and theoretical work will be combined with field trips and laboratory observations. Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, or 101 and Biology [105].</p> <p>Ms. Furumoto</p>	
<b>335 (1)</b> <b>Seminar</b> <b>1</b>	<p>Topic for 1973-74: Memory and language. Theories of human memory and language, current memory models, the development of memory and language in the child, and, through mnemonics, in the adult. Open by permission of the instructor to students who have taken 101 and at least two Grade II units, including 217 or 218. (The prerequisite of 217 or 218 may be waived by permission of the instructor.)</p> <p>Ms. Naus</p>	

Psychology	<b>349 (2)</b> <b>Behavior Change</b> <b>1</b>	<p>Examination of theories of psychotherapy and behavior change. The course will be focused on an analysis of the assumptions and practice of psychodynamic, client-centered, Gestalt, behavioral, and encounter therapies. Attention will also be given to "radical therapies" and the work of R. D. Laing. Students will participate in a self or other change project. Open to juniors and seniors who have taken 101 and two Grade II units including 212.</p> <p>Mr. Moore</p>
262	<b>350 (1) (2)</b> <b>Research or</b> <b>Individual Study</b> <b>1 or 2</b>	<p>Open by permission to juniors and seniors.</p>
	<b>370 (1-2)</b> <b>Honors Program</b> <b>2 to 4</b>	<p>Required of all honors candidates in the department.</p>
	<b>Directions for</b> <b>Election</b>	<p>A major in psychology must include 101 and 201; one of the following: 207, 210, 212; and one of the following: 217, 218, 219.</p> <p>The department offers four research courses: 207R, 210R, 212R, 220R. A major in psychology must include at least one of these. However, no more than one of 207R, 210R, 212R may be elected. It is possible to elect 220R in addition to one of the other R courses.</p> <p>The department recommends that 201 be taken in the sophomore year after 101 and after another Grade II unit or concurrently with another Grade II unit.</p>

Religion and  
Biblical Studies



Professor:  
Denbeaux, Mowry (Chairman)

Associate Professor:  
Johnson

Assistant Professor:  
Vanderpool

Instructor:  
Siff, Nold

Lecturer:  
Santmire, Karefa-Smart<sup>3</sup>

<p><b>104 (1) (2)</b>  <b>The Hebrew Scriptures</b>  <b>1</b></p>	<p>A study of the historical, prophetic, wisdom, and apocalyptic literature of the Old Testament. An introduction to the methods of literary and historical criticism with a consideration of the impact of the biblical tradition on the individual and society. Open to all students.</p> <p>Mr. Denbeaux, Mr. Vanderpool, Miss Siff</p>	<p>Religion and Biblical Studies</p>
<p><b>105 (1) (2)</b>  <b>The Person and Message of Jesus</b>  <b>1</b></p>	<p>The life and message of Jesus of Nazareth, based on recent historical critical research of the Gospel record. A consideration of the relation between historical knowledge about Jesus and the faith of the early church in him with particular attention to the synoptic Gospels. Open to all students.</p> <p>Miss Mowry</p>	<p>265</p>
<p><b>107 (1) (2)</b>  <b>Crises of Belief in Modern Religion</b>  <b>1</b></p>	<p>Religious and anti-religious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others. Open to all students.</p> <p>Mr. Johnson, Mr. Santmire</p>	
<p><b>108 (1)</b>  <b>Asian Religions</b>  <b>1</b></p>	<p>Introduction to selected religions of India, China, Japan, Southeast Asia, and Tibet. Highlighting Hinduism and Buddhism. Open to all students.</p> <p>Ms. Nold</p>	
<p><b>150 (2)</b>  <b>Colloquium</b>  <b>1</b></p> <p>(2)  The return to nature in American religion</p>	<p>For directions for applying see p. 325. Open by permission to a limited number of freshman and sophomore applicants.</p> <p>A study of representative religious attitudes toward nature in 19th and 20th century U.S. and their relation to the ecological crisis. Attention to Thoreau's thoughts and to "the wilderness" as a religious motif. Examination of contemporary approaches to nature in popular and counter-culture religious movements.</p> <p>Mr. Santmire</p>	



Religion and Biblical Studies	<b>203 (1-2)</b> <b>Classical Hebrew</b> <b>2</b>	<p>The elements of biblical Hebrew grammar, syntax, and vocabulary. Readings of selections from the Hebrew Scriptures. Open to all students.</p> <p>Miss Siff</p>
266	<b>204 (1)</b> <b>Christian</b> <b>Beginnings in the</b> <b>Hellenistic World</b> <b>1</b>	<p>A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.</p> <p>Prerequisite: 105.</p> <p>Miss Mowry</p>
	<b>206 (1)</b> <b>Israel's Literature</b> <b>and the Ancient</b> <b>Near East</b> <b>1</b>	<p>The literature of biblical Israel viewed against the background of the cultures of Canaan, Egypt, and Mesopotamia as illuminated by modern archaeology. Ancient Near Eastern mythological, cultic, and ritual texts to be read and compared with biblical texts.</p> <p>Prerequisite: 104 or permission of the instructor.</p> <p>Miss Siff</p>
	<b>208 (1)</b> <b>Ethics</b> <b>1</b>	<p>A study of texts selected from the history of western ethics. Focus on Christian sources in relation to their critics in classical and modern periods. Open to freshmen and sophomores who have taken one unit in the department, and to juniors and seniors without prerequisite.</p> <p>Mr. Johnson</p>
	<b>210 (1) (2)</b> <b>Psychology of</b> <b>Religion</b> <b>1</b>	<p>An examination of psychological theories of religion from Freud to the present. A critical inquiry into the relationship of psychological processes and religious symbols. Readings in Freud, Jung, Fromm, Erikson, Maslow, William James, and others.</p> <p>Prerequisite: One unit in the department and one unit in psychology, or two units in either department.</p> <p>Mr. Johnson</p>

**213 (2)\***  
**Classical Jewish**  
**Thought**  
**1**

A study in historical perspective of the development of Judaism from the Hellenistic and early Rabbinic period through the Middle Ages. The methods, ideas and ideals of Talmudic Judaism will be analyzed and discussed, followed by careful study of the philosophical works of major medieval Jewish thinkers, including Saadya Gaon, Judah Ha-Levi and Moses Maimonides. Offered in alternation with 214.

Prerequisite: 104 or permission of the instructor.

Miss Siff

**214 (2)\***  
**Modern Jewish**  
**Thought**  
**1**

Post-enlightenment Judaism from Mendelsohn to Buber. Developments including the Emancipation movements, Zionism, and modern orthodoxy to be studied with a view to their impact on contemporary Judaism. Offered in alternation with 213. Prerequisite: 104 or 213 or permission of the instructor.

Not offered in 1973-74.

Miss Siff

**215 (1)**  
**Theological**  
**Autobiography**  
**1**

The courage to be in the self disclosures of Jeremiah, Bernard of Clairvaux, Juliana of Norwich, Woolman, Kierkegaard, Hesse, Malcolm X, and Elie Wiesel. Open to all students.

Mr. Denbeaux

**216 (1)\***  
**Classical Theology**  
**1**

The interaction of the biblical world view with classical culture and the consequent emergence of specifically Christian thought. The church fathers, the theology of the Creeds, Augustine and medieval theology. Open to all students.

Mr. Denbeaux

**217 (2)**  
**Christianity from  
the Reformation to  
the Twentieth  
Century**  
**1**

Reformation and reshaping of Christianity from the time of Martin Luther to the modern period. Protestant, Catholic and sectarian thinkers and movements and their interaction with social change, and the rise of modern philosophy and natural science.

Prerequisite: one unit in the department or permission of the instructor.

Mr. Vanderpool

**218 (2)**  
**Religion in  
America**  
**1**

Major religious movements in America from the colonial beginnings to the present. The interaction of religion with intellectual, political, and cultural developments. The diverse origins, conflicts and contributions of Protestant groups, Roman Catholicism, Judaism, sects and moral movements.

Prerequisite: one unit in the department or two units in American Studies or permission of the instructor.

Mr. Vanderpool

**219 (2)**  
**Theology in a  
Secular Age**  
**1**

Attempts to modernize religious thinking: Barth, Bonhoeffer, Tillich, and *aggiornamento*. The state of theology in the new world: the search for relevance and the revival of conservatism. Open to all students.

Mr. Denbeaux

**228 (2)**  
**Black Religion and  
Social Protest**  
**1**

Analysis of the Black man's religion in the context of American society and culture including its relation to the tradition of social protest. Consideration of the influence of such leaders as Frederick Douglass, W. E. B. DuBois, Malcolm X, Martin Luther King, Jr. Open to students who have taken one unit in the department or in sociology and/or anthropology.

Mrs. Karefa-Smart

**251 (1)**  
**Brahmanism and  
the Religions of  
India**  
**1**

Focus on historical development of non-Buddhist, East Indian philosophies. Scriptures of Vedas, Upanishads, Epic Literature, and Vedanta.

Prerequisite: 108 or permission of the instructor.

Ms. Nold

<b>252 (1)</b> <b>Islam</b> <b>1</b>	Inquiry into the meaning of Islam through a study of Koran and life of Mohammed. Historical, geographical development. Early Near Eastern pre-Islamic influences. Prerequisite: 104 or 108 or permission of the instructor.  Ms. Nold	Religion and Biblical Studies
<b>253 (2)</b> <b>Buddhism</b> <b>1</b>	From the birth of Buddhism to modern configurations. Emphasis upon early scriptures and Mahayana elaboration. Geographical development, acculturation, through historical methods and primary source material. Prerequisite: same as for 251.  Ms. Nold	269
<b>256 (2)</b> <b>Primitive Religion</b> <b>1</b>	A study of religious myths and rituals within the context of the socioeconomic backgrounds of selected North American Indian tribes. Some consideration of the variety of methods by which this material can be analyzed. Prerequisite: 108 or Anthropology 104 or permission of the instructor.  Ms. Nold	
<b>305 (2)</b> <b>Seminar.</b> <b>History of Religions</b> <b>1</b>	Topic for 1973-74: The nature of transcendence and immanence. Major focus on the degree of intensity of "spirituality" as a crosscultural constant. Some western examples: Sufism, Zoroastrianism, Kabala, semi-Christian Gnosticism. Some Oriental examples: Taoism, Tantric Hinduism and Buddhism, Shinto, and "spiritism" in certain tribal societies. Open to students who have taken two of the following: 204, 213, 251, 252, 253, 256, or by permission of the instructor.  Ms. Nold	
<b>306 (2)</b> <b>The Prophet in Biblical Israel</b> <b>1</b>	An investigation into the phenomenon of prophecy in Israel and the place of the prophet in Israelite society followed by an intensive study of the writings of a classical prophet. Prerequisite: 104 or 203 or 206 or permission of the instructor.  Miss Siff	

Religion and Biblical Studies	<b>307 (2)</b> <b>Seminar.</b> <b>The New Testament</b> <b>1</b>	<p>A study of the Christian movement, its life and problems, in the post-Pauline period with special emphasis on the Gospel according to John and its interpretive insights for an understanding of the person and work of Jesus and of the Christian tradition.  Prerequisite: 204.</p> <p>Miss Mowry</p>
270	<b>311 (2)*</b> <b>Theology and Its Expression in Literature</b> <b>1</b>	<p>The relation of theology and imagination. A study of selected theological images and the ways in which they have been re-shaped by such interpreters as Dostoevsky, Faulkner, Kafka, and Pasolini. Open to students who have taken one unit in the department and a Grade II course in literature.</p> <p>Not offered in 1973-74.</p> <p>Mr. Denbeaux</p>
	<b>313 (1)*</b> <b>Seminar.</b> <b>Jewish Theology</b> <b>1</b>	<p>An intensive study of a major theological figure, school, or doctrine. Topic for 1973-74: The Patmos School (Buber, Rosenstock-Heussy, and Rosenzweig). Offered in alternation with 314.  Prerequisite or corequisite: 213 or 214.</p> <p>Mr. Denbeaux</p>
	<b>314 (1)*</b> <b>Seminar.</b> <b>Christian Theology</b> <b>1</b>	<p>An intensive study of a major figure, school, or doctrine. Topic for 1974-75: The Christian alternative to pessimism, cynicism, and cyclicalism, the doctrine of <i>Reconciliation</i>. Readings in selected contemporary sources. Offered in alternation with 313.  Prerequisite or corequisite: 204 or 215 or 216 or 217 or 218.</p> <p>Not offered in 1973-74.</p> <p>Mr. Denbeaux</p>
	<b>316 (2)*</b> <b>Ethics</b> <b>1</b>	<p>An intensive study of an ethical issue or a set of related issues with readings in relevant source materials. Offered in alternation with 317.  Prerequisite: 208.</p> <p>Not offered in 1973-74.</p> <p>Mr. Johnson</p>

**317 (2)\*  
Seminar.  
Psychology of  
Religion  
1**

Topic for 1973-74: Post-Freudian theories of religion. Readings in contemporary philosophers, sociologists, theologians, and psychoanalysts engaged in the project of redefining the nature and function of religion in light of the Freudian critique. Offered in alternation with 316. Prerequisite: 210.

Mr. Johnson

**318 (2)  
Seminar.  
American Religion  
1**

Selected in-depth investigations of the role of religion in shaping national self-understanding, internal policy, and foreign relations. Critical analysis of specific periods and personalities such as puritans and evangelical images of American destiny; policies toward Indians, slaves, and other minorities; justification for civil and international wars. Prerequisite: 218 or permission of the instructor.

Mr. Vanderpool

271

**350 (1) (2)  
Research or  
Individual Study  
1 or 2**

Open to juniors and seniors by permission.

**370 (1-2)  
Honors Program  
2 to 4**

Required of all honors candidates in the department.

**Directions for Election**

The total program of the major shall be prepared in consultation with the advisor so as to provide for an appropriate balance between specialization and diversity.

Specialization shall include a sequence of courses in at least one particular field of study. Diversity is fulfilled by electing some work within the department outside the field of specialization.

Freshmen and sophomores considering a major are encouraged to elect introductory courses appropriate to their special field of interest; information is available in the department office. Students planning to pursue studies in the Twelve College Exchange Program as part of their major should consult with their department advisor. Several of the Twelve College religion departments offer courses which could supplement and enrich a Wellesley major in religion and biblical studies.

Studies in the original language are particularly valuable for students specializing in Old Testament or New Testament; see Religion 203 (Classical Hebrew) and Greek 102 (Beginning Greek).



# Russian



I bought the great St. Isaac's Cathedral, which was the property of the Russian people, and I gave it to the people of St. Isaac's Cathedral. 75.  
Le Rachet, Raphael  
Rachet, Rachet  
Rachet, Rachet  
Rachet, Paris  
Rachet, Rachet

Rachet: The name of the church is Rachet, and it is the property of the Russian people. The name of the church is Rachet, and it is the property of the Russian people.

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Professor:  
Lynch<sup>a</sup>

Associate Professor:  
Bones (Chairman)

Assistant Professor:  
Burgin

Instructor:  
Hoffman<sup>3</sup>

<p><b>100 (1-2)</b>  <b>Elementary</b>  <b>Russian</b>  2</p>	<p>Grammar, oral and written exercises, reading of short stories. Three periods.</p> <p>The Staff</p>	<p>Russian</p>
<p><b>150 (1)*</b>  <b>Colloquium</b>  1</p>	<p>For directions for applying see p. 325. Open by permission to a limited number of freshman and sophomore applicants.</p>	<p>275</p>
<p><b>(1)</b>  Aspects of Russian drama</p>	<p>The study of tradition and innovation in Russian drama as reflected in the major plays of the 19th and 20th centuries, from Griboyedov's <i>Woe from Wit</i> to Majakovsky's <i>Mystery-Bouffe</i>, and today's avant-garde works. Emphasis on the period from 1850 to the present. Conducted in English.</p> <p>Mrs. Bones</p>	
<p><b>200 (1-2)</b>  <b>Intermediate</b>  <b>Russian</b>  2</p>	<p>Reading with emphasis on vocabulary building; review of grammar; composition and oral expression. Selected readings in classical and modern Russian literature, and in Russian history and culture. Prerequisite: 100 or the equivalent.</p> <p>Mrs. Bones, Miss Burgin</p>	
<p><b>201 (1)</b>  <b>Russian Literature</b>  <b>in Translation I</b>  1</p>	<p>Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol', Goncharov, Turgenev, and Dostoevsky. Open to juniors and seniors or by permission of the instructor.</p> <p>Miss Burgin</p>	

Russian	<p><b>202 (2)</b>  <b>Russian Literature in Translation II</b>  <b>1</b></p>	<p>Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Pasternak, and Bulgakov. Prerequisite: same as for 201.</p> <p>Miss Burgin</p>
276	<p><b>249 (2)*</b>  <b>Introduction to Language</b>  <b>1</b></p>	<p>Its history, theory, logic, and its application to Russian. General laws of phonology, syntax, and grammatical categories. Conducted predominately in English. Students' interest in more than one foreign language encouraged. Prerequisite or corequisite: 200 or permission of the instructor.</p> <p>Not offered in 1973-74.</p> <p>Mrs. Lynch</p>
	<p><b>300 (1-2)</b>  <b>Advanced Russian</b>  <b>1 or 2</b></p>	<p>Studies in the structure of the Russian language. Reading of literary and historical works. Regular written and oral reports on individual selected topics. One unit of credit may be given for the first semester. Prerequisite: 200.</p> <p>Miss Hoffman</p>
	<p><b>311 (1)*</b>  <b>Russian Literature from Its Beginnings to Pushkin</b>  <b>1</b></p>	<p>Discussion of the Byzantine, western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the <i>Igor Tale</i>, selections from <i>Primary Chronicle</i>, <i>Zadonshchina</i>; and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev, Karamzin, and Pushkin. Prerequisite or corequisite: 300.</p> <p>Miss Hoffman</p>
	<p><b>317 (1)*</b>  <b>Russian Writers Today: Emigré and Soviet</b>  <b>1</b></p>	<p>Prose and poetry of Aldanov, Nabokov, G. Ivanov, Morshen, and Bulgakov, Solzhenitsyn, Voznesensky, Okudzhava. Prerequisite or corequisite: 300.</p> <p>Not offered in 1973-74.</p> <p>Mrs. Lynch</p>

<b>320 (2)* Seminar 1</b>	<p>Normally a different topic each year offered. Prerequisite or corequisite: 300.</p> <p>Not offered in 1973-74.</p>	<p>Russian</p>
<b>349 (2)* The Writer in a Censored Society: His Literary and Nonliterary Roles 1</b>	<p>From Pushkin and Lermontov through Tolstoy, Dostoevsky, Majakovsky, Esenin, Zam'atin, and to Evtushenko, Sin'avsky, Daniel. Prerequisite or corequisite: 300.</p> <p>Mrs. Bones</p>	<p>277</p>
<b>350 (1) (2) Research or Individual Study 1 or 2</b>	<p>Open by permission to qualified students.</p>	
<b>370 (1-2) Honors Program 2 to 4</b>	<p>Required of honors candidates who choose to do honors research.</p>	

Russian	<p><b>Directions for Election</b></p> <p>Course 100 is counted toward the degree but not toward the major. Courses 150, 201, and 202 are counted toward the distribution requirements in Group A but not toward the major. However, 150, 201, and 202 are strongly recommended to students who major in Russian.</p> <p>Students interested in majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.</p> <p>History 246 and 309 and Extradepartmental 330 are recommended as related work.</p> <p>The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.</p>
278	

# Sociology and Anthropology



Professor:  
Eister (Chairman), Shimony

Assistant Professor:  
London, Mueller, Hall, Lieber

Instructor:  
Dimieri<sup>a1</sup>, Ross<sup>3</sup>

<b>102 (1) (2)</b> <b>Introduction to Sociology</b> <b>1</b>	<p>Sociological analyses of personal interaction and group structures in different social settings. Applications of sociological research methods to small groups, formal or bureaucratic organizations, the local community, and the total society. Open to all students.</p> <p>The Staff</p>	Sociology and Anthropology
<b>104 (1) (2)</b> <b>Introduction to Anthropology</b> <b>1</b>	<p>Consideration of man's place in nature, his physical history, and physical varieties. Brief survey of archaeology and linguistics. The nature of culture with examples primarily from nonwestern societies. Open to all students.</p> <p>Mrs. Shimony, Mr. Lieber</p>	281
<b>105 (2)*</b> <b>Reading in Anthropology</b> <b>1</b>	<p>Continuation of the study of physical anthropology and archaeology. Conducted as a reading course. Prerequisite: 104.</p> <p>Not offered in 1973-74.</p>	
<b>201 (2)</b> <b>Social Research I</b> <b>1</b>	<p>Techniques of field study, data collection in relation to well-defined sociological problems. Participant observation, survey research instruments, content analysis. Prerequisite: 102 or 104.</p> <p>Mr. Dimieri</p>	
<b>202 (2)</b> <b>Social Research II</b> <b>1</b>	<p>Techniques for handling quantified factors. Social statistics, tabulation, diagramming; analysis of distribution curves and tests of significance of differences; simple correlation; analysis of variance, etc. Prerequisite: 201 or permission of the instructor.</p> <p>Mr. Dimieri</p>	



Sociology and Anthropology	<b>203 (2)* Deviance 1</b>	<p>The patterning of nonnormative behavior and its relation to social process. Focus on juvenile delinquency and mental impairment in the United States and in crosscultural perspective.</p> <p>Prerequisite: same as for 201.</p> <p>Not offered in 1973-74.</p>
282	<b>205 (1) Social Anthropology 1</b>	<p>Comparative study of social, political, and economic organization of primitive societies. Stability and change of primitive groups in contact with western culture. Application of anthropology to the problems of underdeveloped countries.</p> <p>Prerequisite: same as for 201.</p> <p>Mr. Lieber</p>
	<b>207 (2) Comparative Analysis of Modern Complex Societies 1</b>	<p>Organization, functions, and characteristic interrelationships among the major social institutions in total societies. Comparative study. Emphasis on problems of integration and change.</p> <p>Prerequisite: same as for 201.</p> <p>Ms. Hall</p>
	<b>209 (2) Social Stratification and Power 1</b>	<p>The nature of the class system in the United States and in other societies. Social problems created by stratification. Roles of the disadvantaged and the privileged in reform movements and revolutions.</p> <p>Prerequisite: same as for 201.</p> <p>Ms. Mueller</p>
	<b>210 (2) Racial and Ethnic Minorities 1</b>	<p>An analysis of the problems of racial and ethnic groups in American and other societies. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities.</p> <p>Prerequisite: same as for 201.</p> <p>Mr. Lieber</p>

<b>211 (1)</b> <b>Family and Society</b> <b>1</b>	<p>Family life in several periods and social milieu. Its effect on the roles of women and children. The impact of industrialization and the changing relationship between the family and institutions of the community.</p> <p>Prerequisite: same as for 201.</p> <p>Ms. Hall</p>	Sociology and Anthropology
<b>212 (2)</b> <b>Religion and Society</b> <b>1</b>	<p>Sociological and anthropological views of religion. Differences in organization and functions of religion in primitive, traditional, and advanced contemporary societies. Problems of organized religion in secular, pluralistic, and urban-industrial society.</p> <p>Prerequisite: same as for 201.</p> <p>Mr. Eister</p>	283
<b>213 (1)</b> <b>Sociology of Law</b> <b>1</b>	<p>Analysis of sociological jurisprudence; examination of the empirical studies of various components of the justice system – legal profession, jury system, courts, police and prisons; special attention to topics of social change, social class, and the law.</p> <p>Prerequisite: same as for 201.</p> <p>Mr. Ross</p>	
<b>215 (2)*</b> <b>Sociology of Communication</b> <b>1</b>	<p>Analysis of mass communication through models based on the sociology of language. Consideration of the interaction of societal groups concerned with the media as a source of power. Emphasis on television; newspapers, including the underground press; and magazines.</p> <p>Prerequisite: same as for 201.</p> <p>Not offered in 1973-74.</p>	
<b>216 (2)</b> <b>Sociology of Education</b> <b>1</b>	<p>For description and prerequisite see Education 216. Not open to students who have taken [206].</p> <p>Not offered in 1973-74.</p>	

Sociology and Anthropology	<p><b>219 (2)</b>  <b>Modern Organizations</b>  <b>1</b></p>	<p>The organization and its publics; social structure of work groups; organizational dynamics, managerial control, compliance, and noncompliance; social context of organizations.  Prerequisite: 102.</p> <p>Mr. Dimieri</p>
284	<p><b>220 (1) (2)</b>  <b>The Metropolitan Community</b>  <b>1</b></p>	<p>Origins and development of cities. Theories of urbanization. Problems and future trends relating to the city as a social organization.  Prerequisite: same as for 201.</p> <p>Mr. London</p>
	<p><b>224 (1)</b>  <b>Social Movements and Collective Behavior</b>  <b>1</b></p>	<p>Theories of conflict and collective behavior applied to emergent social processes such as demonstrations, riots and rebellions; relationship to movements seeking alterations in the social order.  Prerequisite: same as for 201.</p> <p>Ms. Mueller</p>
	<p><b>231 (1)*</b>  <b>Society and Self</b>  <b>1</b></p>	<p>Social structure and process with relation to the self. Social contributions and impediments to individual experience. Institutionalization of, and group innovation in, goals, attitudes, and ideas. Group formation as related to self identity and social purpose.  Prerequisite: same as for 201.</p> <p>Not offered in 1973-74.</p>
	<p><b>244 (1)</b>  <b>Societies and Cultures of Africa</b>  <b>1</b></p>	<p>Comparative study of distinctive kinship, political, economic, and other social institutions of several major cultures of Africa for which there are anthropological reports. Consequences of culture contact among selected tribes and between indigenous and Asian or European cultures.  Prerequisite: same as for 201.</p> <p>Mrs. Shimony</p>

**300 (1)  
Classical  
Sociological  
Thought  
1**

Development of major sociological themes and theoretical positions from Comte to Parsons.

Prerequisite: 102 and two Grade II units, or permission of the instructor.

Mr. Eister

**301 (2)  
Anthropological  
Theory  
1**

History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.

Prerequisite: 104 and two Grade II units, or permission of the instructor.

Mrs. Shimony

**303 (2)  
Current  
Developments  
in Sociology  
1**

Reading and discussion of major current theories in selected areas of sociological investigation.

Prerequisite: 300 or permission of the instructor.

Ms. Hall

**304 (1)  
Urban Education  
1**

The application of sociological theory and research to urban education. Topics include the school curriculum and urban students; the urban teacher; the administration and organization of urban school systems; the urban community and the school.

Prerequisite: same as for 300, but one of the Grade II units must be 220.

Mr. London

**311 (1)  
Seminar  
1**

Topic for 1973-74: Themes in modern American culture. Anthropological perspectives on the sociocultural texture of American life. Emphasis on style, family patterns, relationships between ideology and social situation.

Prerequisite: 102 or 104, and two Grade II units or permission of the instructor.

Mr. Lieber

Sociology and Anthropology	<b>320 (2)</b> <b>Urban Social Systems</b> <b>1</b>	<p>Sociological and systems analysis of selected federal, city, and community attempts to respond to urban problems. Extensive field work in urban programs and projects in Boston.</p> <p>Prerequisite: 102, 220 and one additional Grade II unit.</p> <p>Mr. London</p>
286	<b>323 (1)*</b> <b>Seminar.</b> <b>Deviance</b> <b>1</b>	<p>Normally a different topic each year offered.</p> <p>Prerequisite: same as for 300.</p> <p>Not offered in 1973-74.</p>
	<b>329 (1)</b> <b>Seminar.</b> <b>Health, Welfare, and Correctional Institutions in Contemporary Society</b> <b>1</b>	<p>Problems of funding, staffing, delivery of services, and functional effectiveness. Field work required.</p> <p>Prerequisite: same as for 311.</p> <p>Mr. Eister</p>
	<b>342 (2)</b> <b>Seminar.</b> <b>North American Indian Policy and Ethnography</b> <b>1</b>	<p>Cultural background of selected Indian societies. Social and political problems of American Indians today.</p> <p>Prerequisite: same as for 301.</p> <p>Mrs. Shimony</p>
	<b>349 (2)</b> <b>Seminar.</b> <b>Strategies of Social Change in Contemporary America</b> <b>1</b>	<p>Topic for 1973-74: Focus on several strategies of direct action. Theories of nonviolence and violence in the writings of such thinkers as Martin Luther King, Jr. and Franz Fanon. These will be evaluated in the light of recent American experiences. Students will work individually or in groups to evaluate a specific strategy or case of direct action.</p> <p>Prerequisite: same as for 300.</p> <p>Ms. Mueller</p>

<b>350 (1) (2) Research or Individual Study 1 or 2</b>	Open by permission to juniors and seniors.	Sociology and Anthropology
<b>370 (1-2) Honors Program 2 to 4</b>	Required of all honors candidates in the department.	287
<b>Directions for Election</b>	<p>Majors in sociology are required to include in their program 102, 201, and 300. Students planning graduate work in the field are advised to include 202.</p> <p>Majors in anthropology are required to include in their program 104, 301, and at least one appropriate intermediate level course.</p> <p>Students wishing a combined sociology-anthropology major or some other individually designed program of study should consult the chairman of the department.</p>	



*Quixote de la Mancha.* 171

prouecho, di en oluidalla. Y si algo se me acuerda, es aquello del sobajada, digo del soberana señora, y lo vltimo, vuestro hasta la muerte,, el cauallero de la triste Figura. Y en medio destas dos cosas, le puse mas de trezientas almas, y vidas, y ojos mios.

*Cap. XXXI. De los sabrosos razonamientos que passaron entre don Quixote, y Sancho Pança su escudero: con otros successos.*

**T**O D O esso no me descontenta, prosigue adelante, dixo don Quixote. Llegaste, y que hazia aquella reyna de la hermosura? a buen seguro, que la hallaste ensartando perlas, o bordando alguna empresa, con oro de cañutillo, para este su cautiuo cauallero. No la hallè, respondió Sancho, sino ahechando dos anegas de trigo, en vn corral de su casa. Pues haz cuenta, dixo don Quixote, que los granos de aquel trigo, eran granos de perlas, tocados de sus manos. Y si miraste amigo, el trigo era candeal, o trechel? No era si no rubion, respondió Sancho. Pues yo te asseguro, dixo don Quixote, que ahechado por sus manos hizo pan candeal, sin duda alguna: pero passa adelante. Quando le diste mi carta besola? Pusosela sobre la cabeça? hizo alguna ceremonia, digna de tal carta? o que hizo? Quando yo se la yua a dar, respondió Sancho, ella estaua en la fuga del meneo, de vna buena parte de trigo, que tenia en la criua. Y dixome, poned amigo essa carta sobre aquel costal, q no la puedò leer hasta que acabe de acriuar todo lo que aqui



Professor:  
Ruiz-de-Conde, Lovett

Assistant Professor:  
Gostautas (Chairman)

Instructor:  
Sansón<sup>3</sup>, Gascón-Vera

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country. See p. 57.



Spanish	<p><b>203 (1)*</b>  <b>Modern Spanish Literature: Poetry and the Theatre</b>  <b>1</b></p>	<p>From <i>La Generación del '98</i> to the Spanish Civil War. Authors include Unamuno, Antonio Machado, and García Lorca. Prerequisite: same as for 201.</p> <p>Not offered in 1973-74.</p>
292	<p><b>204 (1)*</b>  <b>Post-Civil War Spanish Literature</b>  <b>1</b></p>	<p>From post-civil war literature to today. Authors studied include Cela, Goytisolo, Sánchez Ferlosio, Miguel Hernández, and Blas de Otero. Prerequisite: same as for 201.</p> <p>Miss Gascón-Vera</p>
	<p><b>205 (2)*</b>  <b>Hispano-American Literature II</b>  <b>1</b></p>	<p>A selection of such outstanding Latin American essayists, poets, and playwrights as El Inca Garcilaso, Sor Juana Inés de la Cruz, Neruda, Lugones, Rubén Darío, Martínez Estrada, Usigli, et al. Prerequisite: same as for 201.</p> <p>Mr. Gostautas</p>
	<p><b>206 (1)</b>  <b>Landmarks of Spanish Literature I</b>  <b>1</b></p>	<p>Intensive study of masterpieces and authors chosen from the Middle Ages to the Baroque: <i>Poema del Cid</i>, <i>La Celestina</i>, <i>Lazarillo de Tormes</i>; Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón. Prerequisite: same as for 201.</p> <p>Mrs. Ruiz-de-Conde</p>
	<p><b>207 (2)</b>  <b>Landmarks of Spanish Literature II</b>  <b>1</b></p>	<p>From the Enlightenment to 19th century Realism. The evolution from neoclassicism to the realistic novel: Moratín, Larra, Espronceda, Bécquer and Pérez Galdós. Prerequisite: same as for 201.</p> <p>Mr. Lovett</p>

<b>228 (2)</b> <b>Contemporary</b> <b>Latin American</b> <b>Fiction in</b> <b>Translation</b> <b>1</b>	For description and prerequisite see Extrdepartmental 228.	Spanish
<b>301 (2)*</b> <b>Drama of the</b> <b>Seventeenth</b> <b>Century</b> <b>1</b>	The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Rep- resentative masterpieces of Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón. Open to juniors and seniors who have taken two Grade II units including one unit in literature.  Mr. Lovett	293
<b>302 (2)*</b> <b>Cervantes</b> <b>1</b>	Study of Cervantes and his work, repre- senting the culmination of the novel in Spain. Reading of <i>Novelas Ejemplares</i> ; analysis and discussion of <i>Don Quijote</i> . Prerequisite: same as for 301.  Not offered in 1973-74.	
<b>306 (1)*</b> <b>Modern</b> <b>Hispano-American</b> <b>Literature I</b> <b>1</b>	Study of the main literary currents in Mexico; analysis of present-day trends in prose and poetry: Rulfo, Fuentes, Reyes, Vasconcelos, Octavio Paz. Prerequisite: same as for 301.  Mr. Gostautas	
<b>307 (2)*</b> <b>Modern</b> <b>Hispano-American</b> <b>Literature II</b> <b>1</b>	Analysis of present-day trends in prose and poetry: Borges, Mallea, Gabriela Mistral, Vallejo, Mariátegui, Gallegos, Carpentier, Cortázar. Prerequisite: same as for 301.  Not offered in 1973-74.	

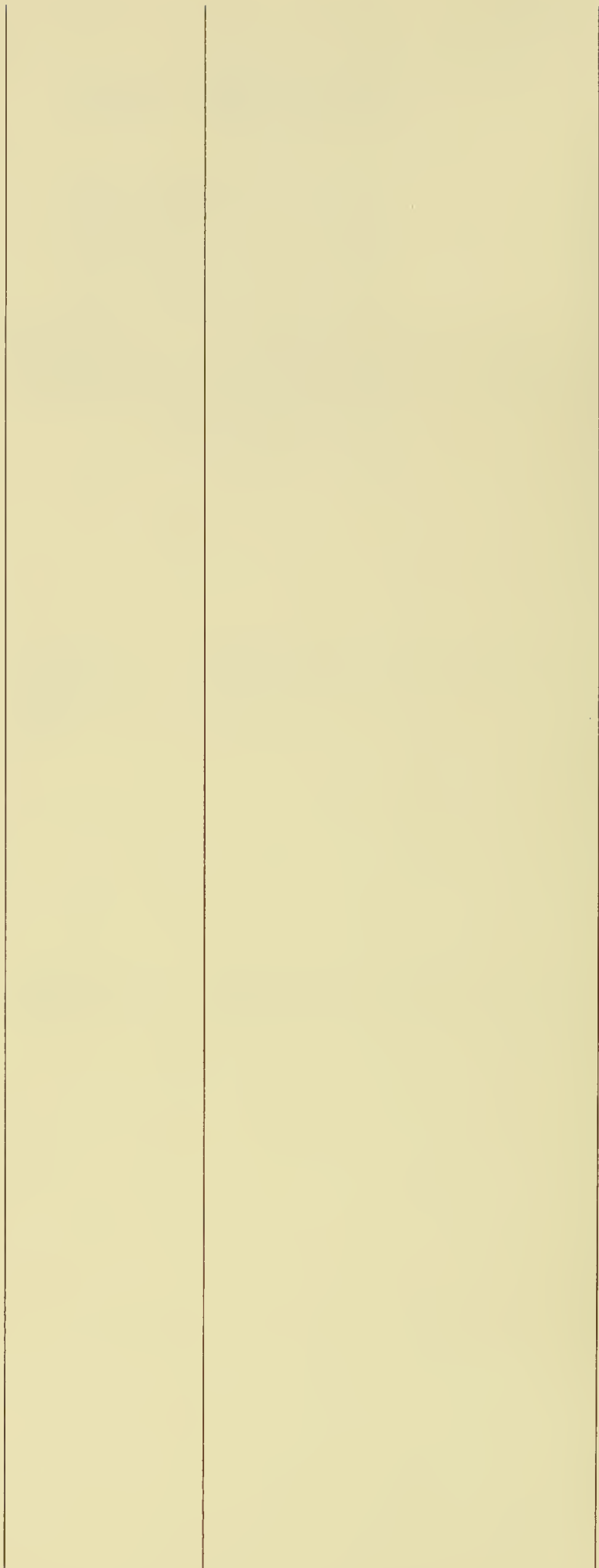
Spanish	<b>310 (1)* Seminar 1</b>	<p>Topic for 1974-75: The role of the woman in the novels of Pérez Galdós. Woman and society in some of the key novels of Galdós.</p> <p>Prerequisite: two Grade II units in literature or permission of the instructor.</p> <p>Not offered in 1973-74.</p> <p>Mr. Lovett</p>
294	<b>311 (1)* Seminar. Spanish Poetry 1</b>	<p>Topic for 1973-74: Contemporary Spanish Caribbean literature. While the principal Caribbean authors will be studied, the emphasis will be on Puerto Rican literature.</p> <p>Prerequisite: same as for 310.</p> <p>Mrs. Ruiz-de-Conde</p>
	<b>350 (1) (2) Research or Individual Study 1 or 2</b>	<p>Open by permission, or to seniors who have taken two Grade III units in the department.</p>
	<b>370 (1-2) Honors Program 2 to 4</b>	<p>Required of all honors candidates in the department.</p>

**Directions for Election**

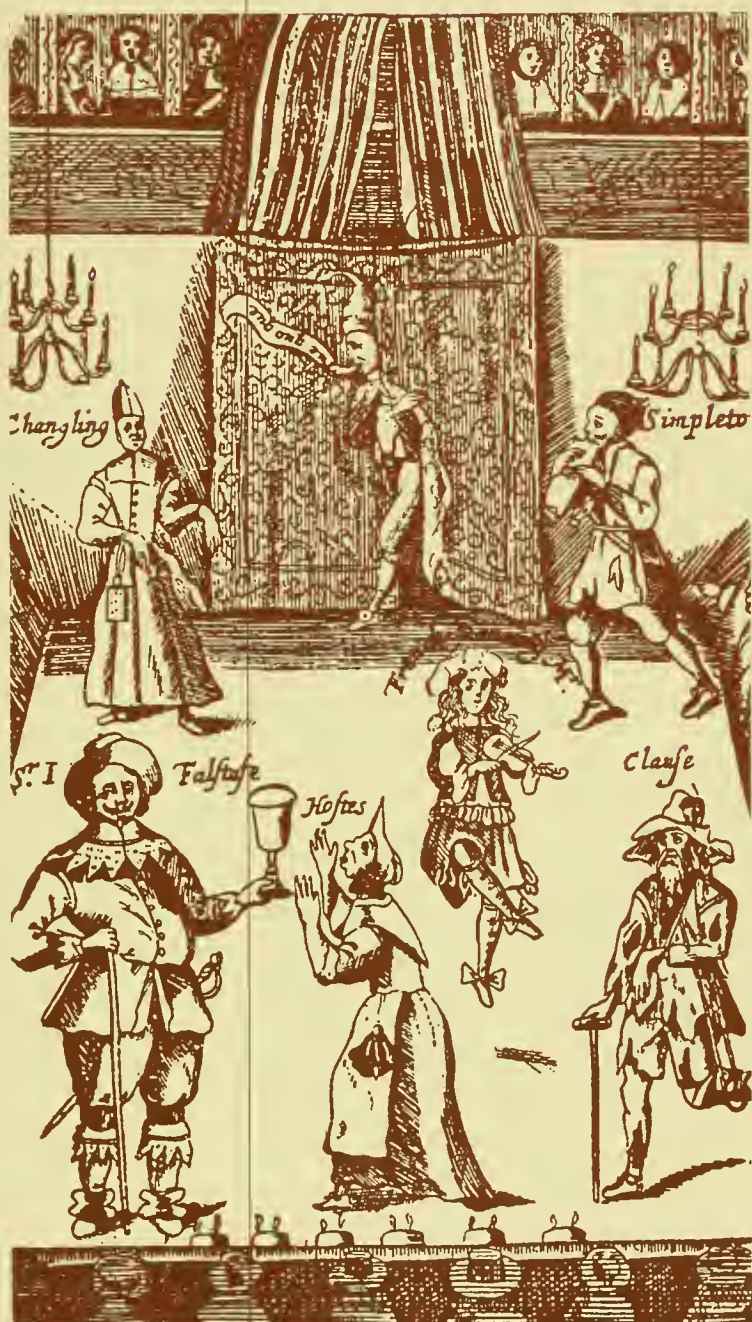
Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature. The Peninsular major should ordinarily include 201, 206, 207, 301, 302, and two additional units of Grade III literature in Spanish; the Latin American major should include 201, 205, 306, 307, and two additional units of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major. Extradepartmental 330 and 331 are recommended for both majors.



# Theatre Studies





Lecturer:  
Barstow (Chairman), Levenson<sup>3</sup>

**203 (2)  
Plays, Production,  
and Performance  
1**

The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors. Open to all students.

Mr. Barstow

**205 (1)\*  
Scene Study  
1**

Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism.

Prerequisite: 203 or permission of the instructor.

Mr. Barstow

**206 (2)\*  
Design for the  
Theatre  
1**

Study of changing concepts of theatrical environment; the designer's function in the production process, with emphasis on performance as a realization of the analytical interpretation of specific plays.

Prerequisite: same as for 205.

Mr. Levenson

**207 (1)\*  
Early Modern  
Theatre  
1**

Ibsen, Strindberg, and Chekhov, and their forerunners and immediate successors; particular attention paid to theatrical conditions, producers, designers, and actors associated with stage production of the plays studied.

Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Not offered in 1973-74.

**208 (2)\*  
Contemporary  
Theatre  
1**

Mid-20th century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.

Prerequisite: same as for 207.

Mr. Barstow

Theatre Studies	<b>210 (1-2)* History of the Theatre 1 or 2</b>	<p>Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor. Prerequisite: same as for 207.</p> <p>Not offered in 1973-74.</p>
300	<b>215 (1)* Shakespeare in the Theatre 1</b>	<p>Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism. Prerequisite: 203, and English 215 or 305, or permission of the instructor.</p> <p>Not offered in 1973-74.</p>
	<b>350 (1) (2) Research or Individual Study 1 or 2</b>	<p>Open by permission to qualified students.</p>
	<b>Directions for Election</b>	<p>A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.</p> <p>A student who is interested in an individual major in theatre studies should see Inter-departmental Majors.</p>

Extradepartmental  
Courses



The following section includes several separate courses of interest to students in various disciplines.

\*\*  
Course may be elected to fulfill in part the distribution requirement in Group A  
\*\*\*  
Either 218 or 219 fulfills in part the distribution requirement in Group C

**104 (1)**  
**Classical**  
**Mythology**  
**1**

For description and prerequisite see Greek 104.

**105 (1)**  
**Introduction to**  
**Historical**  
**Linguistics**  
**1**

The methods of linguistic reconstruction and the principles of language history; the development of both form and meaning in language, with examples from various Indo-European families, including Romance. Open to all students with knowledge of one ancient or modern Indo-European language other than English.

Not offered in 1973-74.

**106 (1)**  
**Introduction to the**  
**Black Experience**  
**1**

The course serves as the introductory offering in Black studies and explores in an interdisciplinary fashion salient aspects of Black history, culture, and life in Africa, the Caribbean, and the Americas. Its aim is to provide students with a fundamental intellectual understanding of the world Black experience as it is reflected in history, the humanities, and social sciences. Not open to students who have taken [205]. Open to freshmen and sophomores without prerequisite, and to juniors and seniors by permission of the instructor.

Mr. Scott

**108 (2)\*\***  
**Interpretations of**  
**Man in Western**  
**Literature**  
**1**

Representative views of the nature of man reflected in a selection of major works of European literature. The readings, chosen to emphasize the classical heritage, will include works of Vergil, Augustine, Dante, Machiavelli, Montaigne, Milton, Goethe, and Eliot. Open to all students.

Mr. Layman

Extradepartmental Courses	<b>110 (1) (2)</b> <b>Introduction to Automatic Computation</b> <b>1</b>	<p>Modeling of computational processes as sequential algorithms. Formal and informal techniques for the representation of these algorithms and their implementation on digital computers. Experience in programming and running of elementary problems on a digital computer. Open to all students.</p> <p>Mr. Shrier</p>
304	<b>201 (1)**</b> <b>Russian Literature in Translation I</b> <b>1</b>	<p>For description and prerequisite see Russian 201.</p>
	<b>202 (2)**</b> <b>Russian Literature in Translation II</b> <b>1</b>	<p>For description and prerequisite see Russian 202.</p>
	<b>206 (1-2)</b> <b>Afro-American History</b> <b>1 or 2</b>	<p>First semester: Afro-American history to 1865. Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War.</p> <p>Second semester: Afro-American history since 1865. An analysis of the social, economic, and political developments within the Black community from the Reconstruction era to the emergence of Black Power.</p> <p>One unit of credit may be given for either semester. Open to all students except those who have taken [204].</p> <p>Mr. Scott</p>

**210 (2)**  
**Contemporary**  
**Women: An**  
**Interdisciplinary**  
**Perspective**  
**1**

The course will draw on several disciplines to aid students in orienting their thinking about the nature of women and their actual and possible positions in modern society. Lectures by Wellesley faculty members and others with special expertise in biology, economics, history, philosophy, political science, psychology, and sociology will contribute insights toward a better understanding of contemporary women. In addition to weekly lectures, the course will include weekly discussion groups. Open to all students with preference given to sophomores, juniors, and seniors.

Ms. Chodorow

**216 (1)**  
**Applications of**  
**Mathematics in the**  
**Physical Sciences I**  
**1**

Applications of calculus. Functions of several variables. Partial differentiation and multiple integration. Introduction to matrix algebra and vector analysis. Two periods weekly with a third period every other week.

Prerequisite: Mathematics 111 or the equivalent.

Mr. von Foerster

**217 (2)**  
**Applications of**  
**Mathematics in the**  
**Physical Sciences II**  
**1**

Vector analysis. Differential equations arising in the sciences. Eigenvalue problems. Introduction to probability and statistics. Two periods weekly with a third period every other week.

Prerequisite: Extrdepartmental 216 or, by permission of the instructor Mathematics 208 or the equivalent.

Mr. von Foerster



**218 (1)\*\*\*  
History of  
Science I  
1**

Introduction to some of the major scientific ideas leading to the Scientific Revolution of the 17th century, with emphasis on the contributions of Ptolemy, Copernicus, Kepler, Galileo, and Newton. Understanding of the scientific problems is developed through analysis of observational and experimental data as well as the study of selected original source materials. Two periods weekly and a one and one-half hour laboratory-discussion session every other week. Open to students who have completed one unit of laboratory science (physics or astronomy recommended) and one unit of history or philosophy. Normally not open to freshmen.

Miss Webster

**219 (2)\*\*\*  
History of  
Science II  
1**

Introduction to some of the major scientific ideas emerging in the 18th and 19th centuries, emphasizing the contributions of such scientists as Lavoisier, Priestley, Mendelev, Darwin, and Mendel. Understanding of the scientific problems is developed through analysis of observational and experimental data as well as the study of selected original source materials. Two periods weekly and a one and one-half hour laboratory-discussion session every other week. Open to students who have completed one unit of laboratory science and one unit of history or philosophy. Normally not open to freshmen.

Miss Webster

**221 (2)\*\*  
Politics and  
Literature in  
Post-War Germany  
1**

Political and social influences on the literature of East and West Germany since 1945. Studies of works by Biermann, Weiss, Hochhuth, Grass, and others. Open to sophomores, juniors, and seniors.

Miss Ward

<p><b>222 (1)**</b>  <b>French Fiction in Translation I: The Psychological Novel</b>  <b>1</b></p>	<p>Techniques of psychological analysis and their relation to aesthetics in works by Mme. de Lafayette, Stendhal, Flaubert, and Robbe-Grillet, with emphasis on Proust's <i>Remembrance of Things Past</i>. Open to students who have not fulfilled the language requirement through examinations or courses in French.</p> <p>Mr. Stambolian</p>	<p>Extrdepartmental Courses</p>
<p><b>223 (2)**</b>  <b>French Fiction in Translation IIa: Experiments in the Novel</b>  <b>1</b></p>	<p>Innovative forms, techniques, and theories of narration in works by Rabelais, Laclos, Flaubert, Gide, Queneau, Robbe-Grillet, and Butor.  Prerequisite: same as for 222.</p> <p>Not offered in 1973-74.</p>	<p>307</p>
<p><b>224 (1)***</b>  <b>French Fiction in Translation IIb: Novels of Social Commitment</b>  <b>1</b></p>	<p>The expression of social consciousness in works by Zola, Aragon, Céline, Malraux, Sartre, Camus, Mongo Beti, Yambo Ouologuem.  Prerequisite: same as for 222.</p> <p>Not offered in 1973-74.</p>	
<p><b>228 (2)**</b>  <b>Contemporary Latin American Fiction in Translation</b>  <b>1</b></p>	<p>Aesthetic and political problems of the committed novel of Latin America, as seen in the works of Asturias, Cortázar, Garcia Márquez, Vargas Llosa, Fuentes, Carpentier, Rulfo, and Guimaraes Rosa. Not open to students who have taken Spanish 306 or 307. Open to sophomores by permission of the instructor and to juniors and seniors without prerequisite.</p> <p>Mr. Gostautas</p>	
<p><b>230 (1) (2)</b>  <b>Seminar. Computer Application Development</b>  <b>1</b></p>	<p>Students will work cooperatively in assessing the need for, and implementing, computer programs of general utility in one or two application areas chosen by the group. Possible areas include statistical manipulation, calculus illustration, algebraic manipulation, biological simulation.</p> <p>Prerequisite: 110 or permission of the instructor.</p> <p>Mr. Shrier</p>	

**231 (2)**  
**Interpretation**  
**and Judgment**  
**of Films**

**1**

Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Renoir, Clair, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice. Discussion groups, limited to 20 students. Open to all students.

Mr. Garis

**241 (1)\*\***  
**Chinese Literature**  
**in Translation I**

**1**

A survey of Chinese literature in translation from its beginnings to the Sung Dynasty (960-1278 A.D.). The focus of the course is on classical Chinese literature, dealing with early poetry, philosophical works of the late Chou, and the poetry and prose of the Han, Tang, and Sung Dynasties. Open to sophomores, juniors and seniors, and to freshmen by permission of the instructor.

Mr. Lagerwey

**242 (2)\*\***  
**Chinese Literature**  
**in Translation II**

**1**

A survey of Chinese literature from Tang tales (618-905 A.D.) to contemporary literature, dealing with the emergence of vernacular fiction. The focus will be on Tang and Sung short stories, Yuan drama, Ming and Ching novel and the literary works from the May 4th movement through the post-Liberation era. Prerequisite: same as for 241.

Mr. Lagerwey

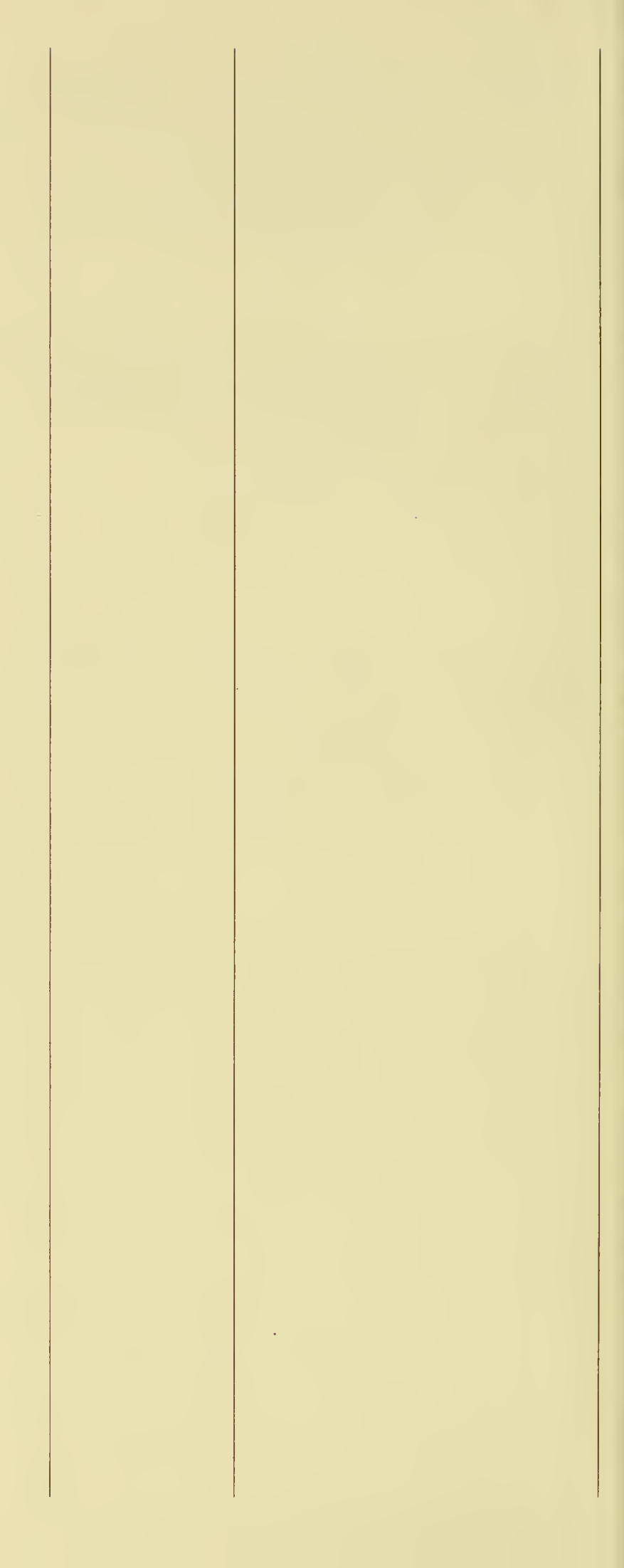
**302 (2)**  
**Introduction to**  
**African Philosophy**

**1**

Initiation to basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies, and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Not open to freshmen. Prerequisite: one unit in philosophy or permission of the instructor.

Mr. Mbelolo ya Mpiku

<b>330 (1)**</b> <b>Seminar.</b> <b>Comparative</b> <b>Literature</b> <b>1</b>	<p>Topic for 1973-74: The Picaresque novel in European literature. A study of rogue literature through representative works from <i>Lazarillo de Tormes</i> to Grass' <i>Tin Drum</i>. Texts will be drawn from Spanish, German, French, and English literature. Open to students who have taken or are taking at least one unit of foreign language beyond the college requirement and who have taken at least two units of Grade III literature.</p> <p>Mrs. Duckworth</p>	Extradepartmental Courses
<b>331 (2)**</b> <b>Seminar.</b> <b>The Theatre</b> <b>Since 1945</b> <b>1</b>	<p>Comparative study of contemporary drama, its artistic traditions and social significance, with emphasis on the works of Beckett, Brecht, and the new American playwrights. Prerequisite: same as for 330.</p> <p>Mr. Stambolian</p>	309
<b>335 (1)</b> <b>Seminar.</b> <b>United States</b> <b>Studies</b> <b>1</b>	<p>American Exceptionalism. An examination of selected texts, drawn from various disciplines and historical eras, which perceive and attempt to define the uniqueness of the American experience. The course is required of United States studies majors in the Class of 1975 and subsequent classes. Strongly recommended for the Class of 1974. Open by permission of the instructor to United States studies majors, and to other qualified students if space permits.</p> <p>Mr. Auerbach</p>	



Interdepartmental  
Majors



The College offers four established interdepartmental major programs: Black studies, classical and Near Eastern archaeology, classical civilization, and molecular biology. In addition, a student may design an individual major. Some representative individual majors and courses available for them are included in this section.

extrad. -

Intro to the Black experience  
Afro-American history

### **Courses Which Can Count Toward a Black Studies Major**

#### **Art**

History of Afro-American Art

#### **Black Studies**

Introduction to the Black Experience  
Afro-American History  
Introduction to African Philosophy  
Black Drama in the Twentieth Century  
Nationalism and Political Integration in  
Tropical Africa  
Africa in World Politics  
The Afro-American Novel

#### **English**

Black Poetry  
Black Literature in America

#### **French**

Black Literature in French

#### **History**

1919-Year of the "New Negro"  
The U.S. 1850-1917  
The U.S. 1917-Present  
U.S. Urban History  
History of Africa, West Africa  
History of Africa, East, Central and  
South Africa  
History of the West Indies  
Race and Conflict in South Africa  
Pan-Africanism  
Seminar, Afro-American History

#### **Music**

Afro-American Music

#### **Political Science**

Comparative Politics of the Developing  
Areas  
Urban Politics

#### **Religion and Biblical Studies**

Black Religion and Social Protest

#### **Sociology**

Racial and Ethnic Minorities  
The Metropolitan Community  
Societies and Cultures of Africa  
Seminar, Strategies of Social Change in  
Contemporary America

### **Black Studies Majors**

1968-73	9
1974	3
1975	3

### **Enrollment in Black Studies Courses**

Core Courses 90, Related Courses 181.  
Fall, 1972 Total 271

Core Courses 112, Related Courses 154.  
Spring 1973 Total 266

*Black Drama in the 20<sup>th</sup> Century*

*Nat'lism & Pol. Integration in  
Tropical Africa*

*Africa in world politics*

*Afro-American Novel*

*Intro to African philosophy*

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Director: Scott	<b>Black Studies</b>	Interdepartmental Majors
	<p>In May 1973 the Academic Council voted to give the Black Studies program departmental status. New courses and additional faculty will be announced during the year 1973-74.</p> <p>A major in Black studies provides opportunities for an interdepartmental study of the Black experience in Africa, the Caribbean, and especially in the United States. The program is presented within a context relevant to the development of the Afro-American community, and to the creation of a humanitarian American society at large.</p> <p>Strong emphasis is placed upon work in a specific concentration in order to provide the students with a sound disciplinary background, and to equip them for graduate school, professional training, or employment in areas related to the Black experience.</p>	313
<b>Requirements for a Major</b>	<p>The following are the requirements for a major in Black studies which are consistent with the concept of the Black studies program as a multi-disciplinary plan of study. The requirements are designed to provide the majors with a wide range of knowledge and analytical ability as well as with a firm foundation in an area of specialization, such as history, economics, or political science:</p> <ol style="list-style-type: none"> <li>1 A minimum of eight units of work is required of the major in Black studies.</li> <li>2 It is recommended that two units of study be taken in each of the three general areas of Black history, humanities, and the social sciences as multi-disciplinary training. As the basic introduction to the discipline of Black studies, Extradepartmental 106 must be included in this sequence.</li> <li>3 At least four units must be taken in a single discipline as a field of specialization.</li> <li>4 At least two Grade III units are required in Black studies.</li> </ol>	

In addition to formal course work, the program is comprised of special events – lectures, concerts, conferences, festivals – and of a field studies program that provides students with work experience in neighboring Black communities.

The following courses are available in 1973-74 for majors in Black studies:

<b>Art 226 (1)</b> History of Afro-American Art	<b>History 318 (1)</b> Race and Conflict in Southern Africa
<b>English 150 (1)a</b> Black Poetry	<b>History 319 (2)</b> Pan-Africanism
<b>English 228 (2)</b> Black Literature in America	<b>History 340 (2)</b> Seminar. Afro-American History
<b>Extrdepartmental 106 (1)</b> Introduction to the Black Experience	<b>Music 106 (2)</b> Afro-American Music
<b>Extrdepartmental 206 (1-2)</b> Afro-American History	<b>Political Science 212 (1) (2)</b> Urban Politics
<b>Extrdepartmental 302 (2)</b> Introduction to African Philosophy	<b>Religion and Biblical Studies 228 (2)</b> Black Religion and Social Protest
<b>French 218 (1)</b> Black Literature in French	<b>Sociology 210 (2)</b> Racial and Ethnic Minorities
<b>History 150 (1)c and (2)a</b> 1919. Year of the "New Negro"	<b>Sociology 220 (1) (2)</b> The Metropolitan Community
<b>History 252 (1)</b> The United States, 1850 to 1917	<b>Sociology 244 (1)</b> Societies and Cultures of Africa
<b>History 253 (2)</b> The United States, 1917 to the Present	<b>Sociology 349 (2)</b> Seminar. Strategies of Social Change in Contemporary America
<b>History 254 (1)</b> United States Urban History	
<b>History 267 (1)</b> History of Africa. West Africa	
<b>History 268 (2)</b> History of Africa. East, Central, and Southern Africa	
<b>History 316 (1)</b> History of the West Indies	

Director: Marvin

**Classical and Near Eastern Archaeology**

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

Students who major in archaeology may choose Greece, Rome, or the ancient Near East as a principal area of interest. Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and an advanced knowledge of the literature of that country (Greece or Rome) which is their special area of concern. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language.

The program for each student will be planned individually from courses in the departments of art, Greek, history, Latin, philosophy, religion and biblical studies, and sociology and anthropology, as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods and geology are also very useful.

Students should plan for at least one summer of excavation and travel, and are expected to complete units of independent study as well as regular course offerings.

Because the requirements for this major are somewhat complex, students are urged to declare an interest early so that a comfortable program can be devised for each student.

Director: Geffcken

Classical Civilization

Students who wish a classical civilization major can plan with the Department of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

Greek: All courses in the original. Latin: All courses in the original. The following selections are available in 1973-74 for majors in classical civilization:

<b>Art 100 (1-2)</b> Introductory Course	<b>Religion and Biblical Studies 105 (1) (2)</b> The Person and Message of Jesus
<b>Art 200 (1)</b> Classical Art	
<b>Art 334 (2)</b> Seminar. Problems in Archaeological Method and Theory	<b>Religion and Biblical Studies 204 (1)</b> Christian Beginnings in the Hellenistic World
<b>Greek 104 (1)</b> Classical Mythology	<b>Religion and Biblical Studies 307 (2)</b> Seminar. The New Testament
<b>Greek 204 (2)</b> Greek Epic in Translation	
<b>Greek 208 (2)</b> Myth and the Role of Women	
<b>History 150 (1)a</b> The Role of Women in Ancient Greece	
<b>History 230 (2)</b> History of Greece	
<b>Philosophy 101 (1) (2)</b> Plato's Dialogues as an Introduction to Philosophy	
<b>Philosophy 201 (2)</b> Plato	
<b>Religion and Biblical Studies 104 (1) (2)</b> The Hebrew Scriptures	

<p>Director: Hicks</p>	<p><b>Molecular Biology</b></p>	<p>Interdepartmental Majors</p>
	<p>The departments of biological sciences and chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.</p> <p>In addition to one or two units of bio-chemistry (324, 325), the area of concentration consists of five units of chemistry (106, 107, 201, 203, and 300), five units of biology (100, 101, 205, 200 or 206, and one Grade III unit), one unit of physics (100, 103, or 110), and Mathematics 111 or the equivalent. Students who exempt any Grade I units may substitute further units in biology, chemistry, mathematics or physics.</p>	<p>317</p>
<p><b>Individual Majors</b></p>	<p>Students who are interested in interdisciplinary work may design an individual major, in consultation with two faculty advisors. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. In setting up guidelines for the individual major, the committee hopes to extend the possibility for a major which crosses traditional departmental lines to those students who could most benefit from such a major and to assure suitable guidance to the student in selecting appropriate courses for the major. The program for the individual major should include four units in one department above the Grade I level.</p> <p>The majors and suggested courses listed below are representative of the more established programs:</p>	

## Asian Studies

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work; students interested in a broader range of courses on Asia may take a minimum of Chinese language work or none.

The following courses are available in 1973-74 for majors in Asian studies:

**Art 248 (2)**  
Chinese Art

**Art 249 (1)**  
Far Eastern Art

**Chinese 100 (1-2)**  
Elementary Chinese

**Chinese 200 (1-2)**  
Intermediate  
Chinese

**Chinese 252 (1)**  
Readings in  
Modern Style  
Writings

**Chinese 253 (2)**  
Topics in Chinese  
Culture of Today

**Chinese 300 (2)**  
Readings in  
Contemporary  
Chinese Literature

**Chinese 310 (1)**  
Introduction to  
Literary Chinese

**Chinese 311 (2)**  
Readings in  
Elementary  
Classical Chinese

**Extrdepartmental  
241 (1)**  
Chinese Literature  
in Translation I

**Extrdepartmental  
242 (2)**  
Chinese Literature  
in Translation II

**History 271 (1)**  
Japanese History

**History 275 (1)**  
Pre-Modern  
Chinese History

**History 276 (2)**  
Modern Chinese  
History

**History 345 (2)**  
Seminar.  
Chinese History I

**History 346 (1)**  
Chinese History II

**Political Science  
300 (2)**  
Politics of South  
and East Asia

**Religion and  
Biblical Studies  
108 (1)**  
Asian Religions

**Religion and  
Biblical Studies  
251 (1)**  
Brahmanism and  
the Religions of  
India

**Religion and  
Biblical Studies  
253 (2)**  
Buddhism

**Religion and  
Biblical Studies  
305 (2)**  
Seminar.  
History of  
Religions

	Latin American Studies	Interdepartmental Majors
	The following courses are available in 1973-74 for majors in Latin American studies:	319
	<p><b>Extrdepartmental 228 (2)</b> Contemporary Latin American Fiction in Translation</p> <p><b>Spanish 201 (1) (2)</b> Oral and Written Communication</p> <p><b>Spanish 205 (2)</b> Hispano-American Literature II</p>	<p><b>Spanish 306 (1)</b> Modern Hispano-American Literature I</p> <p><b>Spanish 311 (1)</b> Seminar. Spanish Poetry</p>



Director: Stratton

**United States Studies**

The following courses are available in 1973-74 for majors in United States studies:

**Art 225 (2)**  
American Art

**Art 226 (1)**  
History of  
Afro-American Art

**Economics 204 (2)**  
American  
Economic History

**Economics 205 (1)**  
The Corporation

**Economics 307 (1)**  
Consumption and  
Marketing

**Economics 310 (2)**  
Public Finance

**English 223 (1)**  
American  
Literature I

**English 224 (2)**  
American  
Literature II

**English 225 (1) (2)**  
American  
Literature III

**English 228 (2)**  
Black Literature  
in America

**English 317 (1)**  
American  
Literature IV

**Extradepartmental  
206 (1-2)**  
Afro-American  
History

**Extradepartmental  
335 (1)**  
Seminar.  
United States  
Studies

**History 250 (1)**  
Colonial America,  
1607 to 1783

**History 251 (2)**  
The United States,  
1783 to 1850

**History 252 (1)**  
The United States,  
1850 to 1917

**History 253 (2)**  
The United States,  
1917 to the Present

**History 254 (1)**  
United States  
Urban History

**History 310 (1-2)**  
Social History of  
the United States

**History 312 (2)**  
Civil Liberties in  
the United States

**History 336 (2)**  
Seminar.  
American Urban  
History

**History 337 (1)**  
Seminar.  
American History I

**History 338 (2)**  
Seminar.  
American History II

**History 340 (2)**  
Seminar.  
Afro-American  
History

**Political Science  
210 (1) (2)**  
American Political  
Parties and Interest  
Groups

**Political Science  
211 (1) (2)**  
Policy-Making in  
the Federal  
Government

**Political Science  
212 (1) (2)**  
Urban Politics

**Political Science  
310 (2)**  
Political Decision-  
Making in the  
United States

**Political Science  
311 (1)**  
Seminar.  
Public Policy  
Research;  
the Politics of  
Housing

**Political Science  
321 (2)**  
The United States  
in World Politics

**Political Science  
330 (1) (2)**  
Law and the  
Administration  
of Justice

**Political Science  
332 (2)**  
The Supreme Court  
in American Politics

**Religion and  
Biblical Studies  
150 (2)**  
The Return to  
Nature in American  
Religion

**Religion and  
Biblical Studies  
218 (2)**  
Religion in America

**Religion and  
Biblical Studies  
228 (2)**  
Black Religion and  
Social Protest

**Religion and  
Biblical Studies  
318 (2)**  
Seminar.  
American Religion

**Sociology 209 (2)**  
Social  
Stratification  
and Power

**Sociology 210 (2)**  
Racial and Ethnic  
Minorities

**Sociology 220  
(1) (2)**  
The Metropolitan  
Community

**Sociology 304 (1)**  
Urban Education

**Sociology 320 (2)**  
Urban Social  
Systems

**Sociology 349 (2)**  
Seminar.  
Strategies of Social  
Change in  
Contemporary  
America

## Urban Studies

The following courses are available in 1973-74 for majors in urban studies:

**Economics 249 (2)**  
Seminar.  
The Economics of  
Environmental  
Disruption

**History 252 (1)**  
The United States,  
1850 to 1917

**History 253 (2)**  
The United States,  
1917 to the Present

**History 254 (1)**  
United States  
Urban History

**History 336 (2)**  
Seminar.  
American Urban  
History

**Political Science  
212 (1) (2)**  
Urban Politics

**Sociology  
220 (1) (2)**  
The Metropolitan  
Community

**Sociology 320 (2)**  
Urban Social  
Systems

**Sociology 349 (2)**  
Seminar.  
Strategies of Social  
Change in  
Contemporary  
America

## Theatre Studies

The individual major in theatre studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners: playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in theatre studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Memorial Theater Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the theatre studies department, the following courses, available in 1973-74 are specifically relevant to the individual major in theatre studies:

**English 212 (1) (2)**  
Modern Drama

**English 215 (1) (2)**  
Shakespeare

**English 305 (1)**  
Advanced Studies  
in Shakespeare I

**English 306 (2)**  
Advanced Studies  
in Shakespeare II

**Extrdepartmental  
108 (2)**  
Interpretations of  
Man in Western  
Literature

**Extrdepartmental  
231 (2)**  
Interpretation and  
Judgment of Films

**French 213 (1) (2)**  
French Drama in  
the Twentieth  
Century

**German 210 (1)**  
German Drama

**Greek 304 (1)**  
Euripides

**Greek 305 (2)**  
Aristophanes

**History 236 (1)**  
Modern European  
Intellectual History

**Italian 302 (1)**  
The Theatre in Italy

**Latin 249 (1)**  
Selected Topics.  
Latin Comedy

**Music 200 (1-2)**  
Design in Music

**Music 307 (2)**  
The Opera

**Philosophy 203  
(1) (2)**  
Philosophy of Art

# Freshman-Sophomore Colloquia

The colloquia are designed for freshmen and sophomores who are interested in concentrated study of a significant well-defined topic. They offer students the opportunity to work in small groups in close association with faculty members. Most are open without prerequisite although a few presuppose some earlier study of the field either in secondary school or in a college course. They are similar to seminars in method and approach in that they stress independent work, discussion, and student reports.

Each colloquium counts as one unit. Each may be elected to satisfy in part one of the distribution requirements. Since enrollments are limited, students ordinarily may not enroll in more than one colloquium. They may, however, apply for more than one, indicating their first and second choices.

Incoming freshmen may obtain application forms from the class dean, sophomores from the department chairman. If a colloquium is oversubscribed the chairman or instructor, in consultation with the class dean, will decide which applicants will be accepted.

## Topics for 1973-74

### English 150 (1) (2)

- (1) a. Black poetry  
b. The Whitman tradition
- (2) a. Women writers and women's problems  
b. The city in American fiction
- (3) a. 1919. Year of the "New Negro"  
b. Welfare in the modern state

### History 150 (1) (2)

- (1) a. The role of women in ancient Greece  
b. Heroes and heroines in medieval society  
c. 1919. Year of the "New Negro"
- (2) a. 1919. Year of the "New Negro"  
b. Welfare in the modern state

### Philosophy 150 (1)

- (1) The views of Hobbes, Locke, Rousseau, Mill, and Lenin

### Religion 150 (2)

- (2) The return to nature in American religion

### Russian 150 (1)

- (1) Aspects of Russian drama



# Officers of Instruction





**Professors Emeriti**

**Katy Boyd George, M.A.**  
Associate Professor of Biblical History

**Helen Somersby French, Ph.D.**  
Professor of Chemistry

**Ola Elizabeth Winslow, Ph.D.**  
Professor of English

**Ruth Elvira Clark, Litt.D.**  
Professor of French

**Thomas Hayes Procter, Ph.D.**  
Professor of Philosophy

**Mary Bosworth Treudley, Ph.D.**  
Professor of Sociology

**Grace Elizabeth Howard, Ph.D.**  
Associate Professor of Botany

**Louise Pettibone Smith, Ph.D.**  
Professor of Biblical History

**Marianne Thalmann, Ph.D.**  
Professor of German

**Jeanette Barry Lane, Ph.B.**  
Associate Professor of Speech

**Lucy Wilson, Ph.D.**  
Professor of Physics and Dean of Students

**Ruth Elliott, Ph.D.**  
Professor of Hygiene and Physical  
Education

**Anita Oyarzabal, M.A.**  
Associate Professor of Spanish

**Edna Heidbreder, Ph.D.**  
Professor of Psychology

**Ada May Coe, M.A.**  
Professor of Spanish

**Evelyn Kendrick Wells, M.A.**  
Professor of English

**Leland Hamilton Jenks, Ph.D.**  
Professor of Sociology

**Louise Overacker, Ph.D.**  
Professor of Political Science

**Jorge Guillén, Catedrático de Universidad**  
Professor of Spanish

**Waclaw Jedrzejewicz**  
Associate Professor of Russian

**Mary Eleanor Prentiss, M.A.**  
Associate Professor of English

**Katharine Canby Balderston, Ph.D.**  
Professor of English

**Marion Elizabeth Stark, Ph.D.**  
Professor of Mathematics

**Helen Thayer Jones, Ph.D.**  
Professor of Chemistry

**Harriet Cutler Waterman, Ph.D.**  
Professor of Zoology

**Ella Keats Whiting, Ph.D.**  
Professor of English and Dean

**Mary Lellah Austin, Ph.D.**  
Professor of Zoology

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